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*Interns on front cover: Cody Wynn, Abbott Labs; Corey Williams, McLean County Museum of History; Marci Pape, State Farm Insurance; Rachel Paturi (with Brian Udovich ’98), Rough & Tumble Films; Melissa Ramirez (with students), Western Avenue Community Center; Matt LaLonde, Habitat for Humanity of McLean County*

*Faculty Supervisors on page 5: Christina Isabelli; Rebecca Gearhart; Jerry Olson*

*Student interns on page 14: Emily Simpson, Miller Park Zoo; Katelyn Scott, Smithsonian, DC*
Academic Internships at Illinois Wesleyan University: A Collaborative Effort

Introduction:
Illinois Wesleyan University has a centralized internship program coordinated and managed by the Hart Career Center. Our successful program relies on the collaborative efforts of four partners: the Student Intern, Faculty Supervisor, the Internship Site and the Hart Career Center.

The Career Center is responsible for internship operations and program support for faculty and students from all university departments. The Internship Coordinator at the Career Center establishes and maintains positive relationships with internship sites and assists students with internship searching and applications. The Coordinator also provides the administration of the internship database, intern records, academic credit registration and internship evaluation.

Faculty Supervisors from individual departments provide the academic supervision and oversight for students participating in for-credit internships. Faculty supervisors provide approval for academic credit from their individual department ensuring that both the student and the internship experience meet the appropriate criteria for the department and university. Additionally, supervisors monitor the internship progress by maintaining contact with both the intern and the site manager throughout the academic semester, providing feedback on student assignments and conducting a final evaluation of the student’s internship and academic experience.
Benefits of Internship Programs

Students - Internships provide an opportunity to:
• Explore possibilities and “test drive” future careers
• Develop valuable skills and career-related experience
• Apply classroom knowledge to real-world situations; increase relevance of coursework
• Build a network of contacts and begin networking professionally
• Enhance marketability for graduate school or jobs after IWU
• Gain job-seeking and employment skills; potentially boosting maturity, self-confidence and professionalism
• Possibly earn money, academic credit or a future job offer

Internship Site – Internships provide:
• Access to highly motivated and talented students who are eager to learn
• Assistance with special initiatives or projects
• Source of fresh perspectives, insights, and ideas for the organization
• Cost-effective way to preview, recruit and evaluate potential employees
• Opportunity to share expertise by serving as a professional mentor
• Chance to give back to the community and contribute to the educational process

Illinois Wesleyan University – Internships provide:
• Opportunity to further develop relationships with employers leading to professional jobs and internships for students
• Chance to enhance classroom discussions with experiences and real-world examples
• Support for the educational mission by providing valuable learning outside the classroom
• Prospects for corporate and community support for the university

What Employers say …

“We could not ask for a better person to represent both IWU and our station.” - Great Plains Media

“Our intern was a delight to work with – hardworking, dependable, and intelligent, with excellent research skills.”
- McLean County Museum of History

What Interns say …

“This enabled me to gain more experience…that I will carry with me into my future career as an educator.”

“I met a lot of great people and learned how to be professional in a business setting. I also got out of my comfort zone!”

“The internship has challenged me to push beyond my pre-conceived limitations and has allowed me to become an active participant in my community.”

“I deal with real-life situations and am given the opportunity to contribute using my skills.”
Resources for

FACULTY SUPERVISORS
Illinois Wesleyan University

Guidelines for Internships Completed for Academic Credit

Adopted by IWU Faculty, April 21, 2014

I. "Internship" definition: According to the National Society for Experiential Education (NSEE), an internship is "Any type of carefully planned and monitored work or service experience in which a student has intentional learning goals and reflects actively on what he/she is learning through the experience." NSEE notes that internships can be part-time or full-time, paid or unpaid, for academic credit or non-credit program. While credit and not-for-credit internships completed by IWU students may share many qualities, the following guidelines refer specifically to internships completed for academic credit at IWU.

II. Areas for Student Development: Participation in an academic internship has the potential to enhance academic discipline-related knowledge by enabling a student to acquire further experience, knowledge, and skills while testing or applying theories learned in the classroom. Internships also enable students to develop self-motivation, self-direction, and self-reliance, and to use textbook knowledge, methods of inquiry, and critical thinking to solve real problems in a more expansive environment consistent with a liberal arts education.

III. General Expectations for Student Work: Students completing internships for academic credit will be expected to complete the following work:

A. Students must meet with the faculty member who will supervise the internship in order to identify the learning goals most relevant for the student’s short-term and long-term goals.

B. Students are required to spend 160 hours on-site at an internship for 1 full course unit of credit.

C. In addition to on-site work, students will
   1. complete an academic project and/or on-site projects that have been approved by the faculty supervisor. For example:
      a. literature review
      b. analysis paper of public policy controversy
      c. organizational analysis (in writing or oral)
      d. portfolio of work (art, graphics, articles, results of projects, etc.)
      e. other projects that help students meet learning goals
   2. complete a self-reflective assignment. For example:
      a. journal or diary
      b. written evaluation
      c. other
   3. maintain ongoing contact with their IWU faculty supervisor
   4. complete a follow-up internship evaluation form for the Career Center and/or faculty supervisor.
IV. Guidelines for Faculty Supervision of Student Interns: Responsibilities of faculty supervising academic internships include the following:

A. Holding pre-internship conferences with students interested in pursuing internships. During the pre-internship conferences, faculty will
   1. determine if the student is prepared to take on an academic internship by
      a. discussing the student’s objective
      b. advising students on the process for obtaining academic credit *
   2. determine if the potential experience warrants academic credit by
      a. discussing internship duties and responsibilities
      b. contacting the internship provider
   3. help the student complete the "Internship Learning Contract"

B. Monitoring and providing appropriate feedback on student assignments, including
   1. the academic project and/or projects completed for provider (see examples under "General Expectations for Student Work")
   2. self-reflective assignments (see examples under "General Expectations for Student Work")

C. Maintaining contact with on-site supervisors and students
   1. Rationale for maintaining contact includes
      a. monitoring and evaluating student’s progress
      b. serving as an ambassador for the university in the community
   2. The faculty supervisor ideally will have the following contacts with on-site supervisors:
      a. at least two contacts, as well as one on-site visit when circumstances permit
      b. other contacts as needed
   3. The faculty supervisor ideally will have the following contacts with students:
      a. ongoing/periodic contact *(seminars, personal conferences, etc.)* when circumstances permit
      b. at least midterm and final evaluation contacts
      c. other contacts as necessary

D. Conducting final evaluations of the student’s internship experience. This includes
   1. communicating with the on-site supervisor regarding student work
   2. evaluating student performance on the basis of academic assignments, supervisor feedback, and other contacts
   3. forwarding final evaluation to the registrar
   4. communicating any concerns or special issues to the Career Center Internship Coordinator

*(Original version of this document adopted by IWU Faculty, February 1, 1999)*
Non-department Associated Academic Internship Options for Students (as of March, 2017)

At the March, 2017 Faculty meeting, 2 new courses were approved:

1) UNIV 397 - Supervised Internship, Non-department Associated  
2) UNIV 398 - International Supervised Internship (G), Non-department Associated

**UNIV 397 Supervised Internship (Non-department Associated) (.5, .75, 1.0)**

*Catalog Description:*
A supervised experiential learning opportunity for students to apply skills in a professional setting. This course is designed for students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department. Students may arrange internships for academic credit in consultation with a designated faculty supervisor and on-site internship supervisor. Prerequisite: Sophomore standing. Offered each semester. May also be taken in the summer for additional tuition charge. Maximum of 2 Units of credit may be used to fulfill graduation requirements.

*Rationale and details for course:*
This course is intended to accommodate students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department for a variety of reasons. These reasons include:
- A student wants to take an internship for credit but their major does not offer an internship in the department.
- A student wants to take an internship for credit, their major has an internship course, but the internship they want to do is outside the scope of their major.
- A student wants to take an internship for credit and it is outside the scope of any major on campus.
- A student wants to take an internship for credit during the summer but the department is unable to supervise internships in the summer.

An internship that is not affiliated with a department would give students the opportunity to earn academic credit for a supervised internship while gaining practical professional experiences in a field of study or career interest area.

Students are expected to complete an Internship Learning Contract and follow registration procedures as outlined in the University Catalog. Faculty supervisors are expected to follow the “Guidelines for Internships Completed for Academic Credit” as approved by the faculty on April 21, 2014 (pages 6-7 of this handbook).

The course may be taken for Credit/No Credit with the approval of the supervising faculty. It will serve as an elective only, not as general education credit; however, it may be substituted into a major/minor at the discretion of the department chair.

Students are required to spend 160 hours on-site at an internship for 1 full course unit of credit (120 hours for .75; 80 hours for .5).

**Who will teach the course?**
The Associate Dean of Curricular and Faculty Development will serve as the contact point for the course. Students will be expected to identify their own faculty supervisor with direction from the Associate Dean and Career Center.

The Associate Dean of Curricular and Faculty Development, in conjunction with the Career Center, will solicit volunteers from the faculty to determine who may be willing to supervise a UNIV internship. The purpose of maintaining a list of volunteers is to guide students in identifying potential faculty internship supervisors.

Faculty may choose to supervise internships on a volunteer basis. Staffing arrangements for faculty supervision of UNIV internships will be left to the discretion of the department. This is the same practice that is followed now for departmental internships.
UNIV 398 - International Supervised Internship (G), Non-department Associated (.75, 1.0)

Catalog Description:
A supervised experiential learning opportunity outside the United States for students to apply skills in a professional setting. Through an international internship experience, students will engage in sustained interactions with the host culture both in and outside of the workplace. Additionally, students will fulfill courses assignments that analyze and demonstrate understanding of the host culture. This course is designed for students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department. Students may arrange internships for academic credit in consultation with a designated faculty supervisor and on-site internship supervisor. Prerequisite: Sophomore standing. Offered each semester. May also be taken in the summer for additional tuition charge. Maximum of 2 Units of credit may be used to fulfill graduation requirements.

Rationale and details for course:
This course is intended to accommodate students desiring academic credit for an internship who do not have the option to earn internship credit through an academic department for a variety of reasons. These reasons include:

- A student wants to take an internship for credit but their major does not offer an internship in the department.
- A student wants to take an internship for credit, their major has an internship course, but the internship they want to do is outside the scope of their major.
- A student wants to take an internship for credit and it is outside the scope of any major on campus.
- A student wants to take an internship for credit during the summer but the department is unable to supervise internships in the summer.

An internship that is not affiliated with a department would give students the opportunity to earn academic credit for a supervised internship while gaining practical professional experiences in a field of study or career interest area.

Students are expected to complete an Internship Learning Contract and follow registration procedures as outlined in the University Catalog. Faculty supervisors are expected to follow the “Guidelines for Internships Completed for Academic Credit” as approved by the faculty on April 21, 2014 (pages 6-7 of this handbook). Additionally, students registering for UNIV 398 will complete a Learning Contract Addendum (page 26 of this handbook) that outlines how the internship course will meet the criteria established for a global diversity flag.

This course may be taken for Credit/No Credit with the approval of the supervising faculty.

Students are required to spend 160 hours on-site at an internship for 1 full course unit of credit (120 hours for .75).

Who will teach the course?
The Associate Dean of Curricular and Faculty Development will serve as the contact point for the course. Students will be expected to identify their own faculty supervisor with direction from the Associate Dean and Career Center.

The Associate Dean of Curricular and Faculty Development, in conjunction with the Career Center, will solicit volunteers from the faculty to determine who may be willing to supervise a UNIV internship. The purpose of maintaining a list of volunteers is to guide students in identifying potential faculty internship supervisors.

Faculty may choose to supervise internships on a volunteer basis. Staffing arrangements for faculty supervision of UNIV internships will be left to the discretion of the department. This is the same practice that is followed now for departmental internships.

Meeting Criteria for Global Diversity Flag:
Encountering Global Diversity
Criteria 1. Courses compare the US and another contemporary society or societies, or examine the encounters between non-US societies, or extensively investigate one non-US society.

The academic assignments should require students to compare U.S. culture with that of the host culture. Without dictating what faculty would require, the types of assignments might include: journaling, presentations, final reports, and/or country-specific readings (as outlined in the “Guidelines for Internships Completed for Academic Credit”). This work affords students the opportunity for guided reflection on their experiences inside the workplace, increasing awareness of both the host culture with which they engage and the culture or cultures from which they come and whose values and assumptions they bring with them.
In addition, all students doing abroad internships are required to complete the standard Study Abroad Pre-Departure program, which includes an extensive Moodle course and a 3-hour pre-departure meeting.

**Criteria 2. Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-US society(ies). If the course is a travel course, it provides opportunities for direct and significant cultural interactions between the students and members of the society(ies) they are visiting.**

Students undertaking a for-credit internship abroad will, of necessity, engage in direct and sustained interaction with members of the host culture, not only within the workplace, but also in their private lives. Similar to domestic internships, the students completing international internships could be engaged in a wide variety of experiences ranging from scientific research to social service and from marketing a business to supporting a performing arts venue. What international internship placements have in common is that students will spend 120-160+ hours in a workplace governed by non-U.S. cultural norms alongside non-U.S. colleagues. It is in the workplace that students are forced to navigate culturally determined differences in standards of professional dress and behavior; organizational structure and hierarchy; communication styles (indirect v. direct, circular v. linear, etc.); and collaboration and problem-solving.

Through the pre-departure orientation, students are primed to understand cultural differences and given some tools that they can use to understand and decode their host culture. In the actual workplace, they experience cultural difference in action and learn how to work through the differences. Academic assignments should require students to more explicitly reflect, examine, and analyze the differences between the U.S. and the host culture.
Standards of Practice

NSEE (National Society for Experiential Education)

Regardless of the experiential learning activity, both the experience and the learning are fundamental. In the learning process and in the relationship between the learner and any facilitator(s) of learning, there is a mutual responsibility. All parties are empowered to achieve the principles, which follow. Yet, at the same time, the facilitator(s) of learning are expected to take the lead in ensuring both the quality of the learning experience and of the work produced, and in supporting the learner to use the principles, which underlie the pedagogy of experiential education.

**Intention:** All parties must be clear from the outset why experience is the chosen approach to the learning that is to take place and to the knowledge that will be demonstrated, applied or result from it. Intention represents the purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience.

**Preparedness and Planning:** Participants must ensure that they enter the experience with sufficient foundation to support a successful experience. They must also focus from the earliest stages of the experience/program on the identified intentions, adhering to them as goals, objectives and activities are defined. The resulting plan should include those intentions and be referred to on a regular basis by all parties. At the same time, it should be flexible enough to allow for adaptations as the experience unfolds.

**Authenticity:** The experience must have a real world context and/or be useful and meaningful in reference to an applied setting or situation. This means that it should be designed in concert with those who will be affected by or use it, or in response to a real situation.

**Reflection:** Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized the learner must test assumptions and hypotheses about the outcomes of decisions and actions taken, then weigh the outcomes against past learning and future implications. This reflective process is integral to all phases of experiential learning, from identifying intention and choosing the experience, to considering preconceptions and observing how they change as the experience unfolds. Reflection is also an essential tool for adjusting the experience and measuring outcomes.

**Orientation and Training:** For the full value of the experience to be accessible to both the learner and the learning facilitator(s), and to any involved organizational partners, it is essential that they be prepared with important background information about each other and about the context and environment in which the experience will operate. Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's appreciation of the context and skill requirements of her/his work.

**Monitoring and Continuous Improvement:** Any learning activity will be dynamic and changing, and the parties involved all bear responsibility for ensuring that the experience, as it is in process, continues to provide the richest learning possible, while affirming the learner. It is important that there be a feedback loop related to learning intentions and quality objectives and that the structure of the experience be sufficiently flexible to permit change in response to what that feedback suggests. While reflection provides input for new hypotheses and knowledge based in documented experience, other strategies for observing progress against intentions and objectives should also be in place. Monitoring and continuous improvement represent the formative evaluation tools.

**Assessment and Evaluation:** Outcomes and processes should be systematically documented with regard to initial intentions and quality outcomes. Assessment is a means to develop and refine the specific
learning goals and quality objectives identified during the planning stages of the experience, while evaluation provides comprehensive data about the experiential process as a whole and whether it has met the intentions which suggested it.

Acknowledgement: Recognition of learning and impact occur throughout the experience by way of the reflective and monitoring processes and through reporting, documentation and sharing of accomplishments. All parties to the experience should be included in the recognition of progress and accomplishment. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience.

Paid / Unpaid Internships

U.S. Government Statement on distinguishing between paid and unpaid internships

The U.S. Department of Labor (DOL) considers an unpaid internship in a for-profit company legitimate if it meets all of the following six criteria. (May 2010)

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship is for the benefit of the intern;
3. The intern does not displace regular employees, but works under the close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

For more details, see U.S. Department of Labor Fact Sheet #71 (www.dol.gov)

CEIA (Cooperative Education and Internship Association) Position on Unpaid Internships

CEIA aims to provide resources and guidance for educators and employers engaging in internship programs. This organization actively supports student participation in valuable internship experiences which offer dedicated supervision, meaningful and educationally relevant work, and opportunities for mentoring and networking. These experiences are to be of value to both parties, allowing for purposeful and effective outcomes.

Though employers decide if an internship will be funded, educators determine when an internship is credit worthy. CEIA supports the fact that academic credit is not the same as compensation. CEIA recognizes that there are also stipulations and guidelines which may impact financial compensation. All employers are strongly encouraged to follow rules and regulations pertaining to local and federal labor laws when determining remuneration options. Knowing there is not one universal procedure within the higher education community for documenting internships, employers are encouraged to acknowledge each educational institution’s policies in order to best serve the student.

July 2011
Internship vs. Part-time Job – what’s the difference?

Helping students to distinguish between an internship and a part-time job is important. Internships are pre-professional career training experiences with intentional learning goals. The following comparisons are helpful in making the determination:

<table>
<thead>
<tr>
<th>INTERNSHIP</th>
<th>PART-TIME JOB</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compensation:</strong> many possible options</td>
<td>Compensation: monetary pay</td>
</tr>
<tr>
<td>Academic credit/no credit</td>
<td></td>
</tr>
<tr>
<td>Salary or stipend/no payment</td>
<td></td>
</tr>
<tr>
<td>Credit and pay</td>
<td></td>
</tr>
<tr>
<td><strong>Learning:</strong> learning objectives devised that reflect the goals of the student, the outcomes expected by employer, and requirements of faculty supervisor (if for credit)</td>
<td>Learning: learn tasks of job to complete the work but not necessarily for personal, professional or academic gain</td>
</tr>
<tr>
<td><strong>Work:</strong> projects or ongoing work that is purposeful and of a professional nature</td>
<td>Work: assigned work that needs to be completed; tasks not necessarily professional</td>
</tr>
<tr>
<td><strong>Duration/Hours:</strong> typically part-time during a semester (10-20 hours/week) or part- or full-time during a summer (2-3 months); occasionally extended into next semester or repeated in consecutive summer</td>
<td>Duration/Hours: no specific start/end date or designated time frame</td>
</tr>
<tr>
<td><strong>Supervision:</strong> professional supervisor serves as mentor to assist student in learning process</td>
<td>Supervisor: authority figure to whom an employee reports</td>
</tr>
<tr>
<td><strong>Skill development:</strong> allows for learning of transferrable skills</td>
<td>Skill utilization: perform tasks to fill a position with the place of employment; may or may not learn skills in the process of employment</td>
</tr>
<tr>
<td><strong>Goal:</strong> An opportunity to obtain “real world” experience in a field of interest and to enhance student’s career development</td>
<td>Goal: employment and monetary gain</td>
</tr>
</tbody>
</table>

*Adapted from University of North Carolina Wilmington Faculty Internship Guide*
Illinois Wesleyan Internship Evaluation Form
Developing Talent, Strengthening Character

Name of Intern_________________________________________________

Name of Organization___________________________________________

A. The Supervisor should complete this evaluation during the last few weeks of the internship using the rating key below. Please make any additional comments on the line provided in each area.
B. The Supervisor should review the evaluation with the Intern if possible before the end of the internship.

Rating key for Intern Performance Reviews

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 – Outstanding</td>
<td>Performance is without question superior, and all standards and objectives have been clearly exceeded. Interns whose performance puts them in the “Outstanding” category serve as example to their peers. Initiative and leadership are clearly exhibited.</td>
</tr>
<tr>
<td>4 – Very Good</td>
<td>Performance is clearly and indisputably above average, with all of the standards and objectives having been met and a substantial number of the objectives having been exceeded.</td>
</tr>
<tr>
<td>3 – Effective</td>
<td>Performance is totally acceptable, with the standards and objectives for the internship having been met. Represents the level of performance expected from most of our interns.</td>
</tr>
<tr>
<td>2 – Marginal</td>
<td>Performance is below the standards expected. Below average performance that lacks appropriate professional and personal attitudes and/or technical skills. Exhibits deficiencies that could prevent advancement unless corrected.</td>
</tr>
<tr>
<td>1 – Unacceptable</td>
<td>Performance fails to meet minimum standards.</td>
</tr>
</tbody>
</table>

Intern Performance Review

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Follows instruction appropriately. Performs tasks with little or no supervision.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality</td>
<td>Completes tasks accurately and thoroughly. Work reflects neatness, attention to detail and conformance to company standards.</td>
</tr>
<tr>
<td>Quantity</td>
<td>Completes an expected value of assigned or related activities.</td>
</tr>
<tr>
<td>Planning</td>
<td>Sets realistic goals. Organizes and prioritizes assigned tasks. Is able to manage multiple assignments.</td>
</tr>
<tr>
<td>Communication</td>
<td>Expresses verbal and written ideas effectively.</td>
</tr>
<tr>
<td><strong>Teamwork</strong> – Interacts with others effectively.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance</strong> – Is punctual and regular in attending work, meetings, and appointments.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Presence</strong> – Exhibits self-confidence, poise, tact, and maturity. Projects a professional appearance.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Versatility</strong> – Is flexible in effectively dealing with new or unusual situations.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Initiative</strong> – Is a self-starter. Recognizes tasks within his/her realm of authority and assumes responsibility.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Judgment</strong> – Perceives and distinguishes relationships and/or alternatives. Makes sound decisions.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Competence</strong> – Demonstrates knowledge and applies skills appropriate for carrying out tasks and solving problems.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Attitude</strong> – Displays a willingness to learn. Accepts suggestions and guidance in a positive, enthusiastic manner.</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Dependability</strong> – Is reliable and follows through in an appropriate and professional manner.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary Evaluation**

Indicate the intern’s appropriate performance level:

Check One:  ____ Outstanding  ____ Very Good  ____ Effective  ____ Marginal  ____ Unacceptable

Comments on intern’s overall performance:

---

**Name of Evaluator______________________________ Date ___________

Please return completed form to: Laurie Diekhoff, Associate Director for Career Engagement

Fax: (309) 556-3065
Phone: (309) 556-3326
Email: diekhoff@iwu.edu

**THANK YOU!**

Hart Career Center
Illinois Wesleyan University
P.O. Box 2900
Bloomington, IL 61702-2900
Additional Resources for Faculty Intern Supervisors:

National Professional Organizations:
(Career Center is a member of these organizations)

- NSEE: National Society for Experiential Education, nsee.org
- CEIA: Cooperative Education and Internship Association, ceiainc.org
- NACE: National Association of Colleges and Employers, naceweb.org

Books:

- The Successful Internship: Personal, Professional, and Civic Development / Edition 3 by H. Frederick Sweitzer, Mary A. King
- The Internship as Partnership: A Handbook for Campus-Based Coordinators & Advisors by Robert P. Inkster, Roseanna G. Ross (available at the Career Center)

Hart Career Center:

- Lists of previous internship sites and contacts
- Internship searching resources, Titan CareerLink database
- Sample learning objectives and plans
- Sample syllabi and departmental guidelines
- Faculty Internship Supervisor Handbook – updated version available on website

Contact the Hart Career Center or members of the Internship and Career Center Liaison Committee with questions or for additional assistance:

Hart Career Center
Laurie Diekhoff, Associate Director for Career Engagement
2nd Floor, Minor Myers Welcome Center
Diekhoff@iwu.edu
309-556-3326

ICCLC Members (2016-17)
Teddy Amoloza
Teresa Fish
Meg Miner
Jerry Olson
Jim Sikora
Leslie Betz
Stacey Shimizu

Warren Kistner
Laurie Diekhoff
Resources for

STUDENTS
Internships- Experience the Possibilities!

Laurie Diekhoff, Associate Director for Career Engagement
diekhoff@iwu.edu - (309) 556-3326

"Nothing ever becomes real till it is experienced." - John Keats

Internships offer opportunities to make your education "real" by providing practical work experience in your major field of study or career interest area.

Internships allow you to:

- Explore possibilities of future careers
- Gain valuable skills and career-related experience
- Apply classroom knowledge to real-world situations
- Establish professional contacts and begin networking
- Possibly earn money, academic credit or a future job offer

Frequently Asked Questions:

**When should I intern?** Anytime! Students do internships over the summer and also during the academic year. In the fall and spring semester, interns will typically work 12-15 hours a week. Many interns will work full-time in May Term and through the summer. Intern when you are ready; anytime from second semester of your first year to the summer after you graduate.

**Where can I intern?** Anywhere! Many local organizations offer convenient access to internships in the Bloomington-Normal area; this is a perfect option during the fall and spring semesters. However during the summer, students can intern in their hometowns, in other states, and even abroad. Each year, over 500 students report their internships to the Career Center. They contribute their talents through internships in organizations through the United States and abroad and have amazing experiences. View the GoogleMaps to see where students have recently interned. IWU is also affiliated with academic-year internship programs in Chicago, Washington, D.C., and New York City.

**When should I start looking for an internship?** Now! It's never too early to start searching for possibilities! The Career Center receives internship listings continuously and most organizations accept applications on a rolling basis. Begin searching at least a semester before you’d like to intern. National deadlines for summer internships are quite early. Getting a head start will provide you with more options.

**Does the Hart Career Center find an internship for me?** No! The Hart Career Center assists you, but students and employers choose each other. No employer is assigned an intern and no student is given an internship. The internship search parallels the job search.

**Are interns paid?** Sometimes! Internships can be paid or unpaid; employers determine whether or not the internship is paid. Whether paid or not, the experience you receive is a valuable form of payment for an internship.
Can I receive academic credit for my internship?  Perhaps! Academic departments make this determination. It may be possible to receive academic credit for an internship, but many students participate for experience only. Should you desire academic credit toward your degree, check out our Academic Credit Procedures document. You’ll need to work with a faculty supervisor to complete an Internship Learning Contract. If you are applying for UNIV 398 (International Supervised Internship-Non-department Associated), you also need to complete an Addendum to provide rationale for a Global Diversity Flag. The completed Contract (and Addendum if needed) must be turned in to the Career Center. The Career Center then notifies the Registrar to enroll you in the appropriate Internship course. If you are applying for summer credit, a Summer Enrollment Form is also required by the Registrar's Office.

Where do I begin?  With yourself! Before you start searching for an internship, you need to set some goals for yourself and evaluate what you want and need from an internship. Ask yourself the following questions:

- What are my career interests? What kind of work do I want to do?
- What kind of organization or industry intrigues me?
- What personal traits, skills, or knowledge would I like to develop?
- When can I fit an internship experience into my schedule?
- Where am I willing or able to intern?
- What are my income needs and transportation options?

Once you have done some goal setting, you are ready to begin the search process.

Start here! A great place to start is at the IWU Hart Career Center. Hundreds of internship opportunities are available to you through the Career Center’s Internship Program. Our program is centralized, which means no matter what your area of study, the Hart Career Center can help you to find internship opportunities. We post all of the positions we hear about on our online database, Titan CareerLink.

Are there other places to look for internships?  You bet! Here are a few other search suggestions:

- [www.indeed.com](http://www.indeed.com) and [www.simplyhired.com](http://www.simplyhired.com) - both of these are "spider sites" that pick up internship postings from company websites and other job search sites.
- [www.idealist.org](http://www.idealist.org) is a similar site for non-profit positions in the U.S. and abroad.
- Visit company websites if you have ideas for where you’d like to work. Look for their employment or college relations page for internship information.
- [www.internships.com](http://www.internships.com) - two large national databases of internship opportunities.
- [www.iscpa.org](http://www.iscpa.org) - The ISCPA (Illinois Small College Placement Association) website. ISCPA is a consortium of 25 small colleges in Illinois that work together to share job search resources.
- Try a Google search - you'll be amazed at what you'll find.
- Network - let your family, friends, professors, and neighbors know what you're looking for! Personal references are still one of the best ways to land a position.
- Attend an Internship Fair - Fairs provide an excellent opportunity for you to find out what types of internships are available and to begin making some professional connections.
- Check out Career Insider by Vault - an online career library with tons of information about companies and opportunities. Enter your IWU email for a password.
- Consider one of our Affiliated Programs.
- Visit the IWU International Office - If you are interested in an internship abroad, there are tons of options through our study abroad affiliate programs.
- Drop by the Hart Career Center - our career resource library has tons of directories and internship resources for you to explore.
- Schedule an appointment - Want more assistance? Call 556-3071 to schedule an appointment with Laurie Diekhoff, Associate Director for Career Engagement at the Hart Career Center.
How do I prepare to apply?

1. **Develop a polished and error-free resume.** The Career Center staff would be happy to review your resume. Stop by during **drop-in hours** or schedule an appointment 556-3071.

2. **Write a Cover Letter if needed.** Many positions will ask for a letter of interest with your resume.

3. **Get ready for an interview.** If a company likes your resume, they will probably want to schedule an interview. Plan for interview success:
   - Research the organization and prepare specific questions to ask.
   - Practice answering typical interview questions. Sign up to participate in the Career Center’s **practice interview** program.
   - Prepare to **dress professionally** on interview day.

4. **Follow up, follow up, follow up!**
   - If it’s been one-two weeks since you applied or since the deadline passed, it’s okay to follow up politely with a note or phone call inquiring about the status of your application.
   - Similarly, you should follow up an interview with a **thank you note**.
   - Once you receive an offer and decide to accept a position, it’s essential to follow up with the organization to let them know your plans. Additionally, you need to contact employers to formally withdraw from any active searches when you have accepted a position (**see more guidelines for handling offers**).

After I've found an internship, what’s next?

- If you're planning to receive academic credit for the internship, you'll need to visit with your faculty internship supervisor, fill out the **Internship Learning Contract**, and turn it in to the Hart Career Center. The Career Center will notify the Registrar to enroll you in the Internship course for your department. Paperwork is due before the last day to add a class in a semester or June 15th for summer credit.
- If you plan to do a non-credit internship, the Career Center would still like to know about your position for our internship records and for employer contacts and evaluations. You can turn in a simple **Internship Report** (.doc).
- Clarify expectations with your employer. Confirm start date, hours, job responsibilities, salary, dress, supervisor, etc. It’s a great idea to put your agreement in writing.
- Make the most of your internship experience! Take initiative; observe and learn; be professional; find a mentor; communicate respectfully; be a team player; and have fun.

**What if I still have questions or need assistance?** Contact Laurie Diekhoff, Associate Director for Career Engagement at the Hart Career Center. You can schedule an appointment by calling (309) 556-3071, or send questions via email to **diekhoff@iwu.edu**
**Off-campus Study/Internship Affiliated Programs**

**Study Abroad Program Internships**  [iwu.edu/studyabroad/](iwu.edu/studyabroad/) - IWU is affiliated with many study abroad programs that offer internship opportunities for our students as a component of their study abroad experience. If students are interested in internships abroad, talking with the Study Abroad office about these programs is a great place to start.

**Chicago, Washington DC, or New York City Programs** - If students are interested in spending a semester in one of these cities, they might want to check out the following approved programs:

**Chicago Program - Associated Colleges of the Midwest**  [acm.edu/chicago](acm.edu/chicago)
The ACM Chicago Program engages students academically, professionally, and personally. The primary areas of emphasis in the program are Arts, Entrepreneurship, and Urban Studies – students have the opportunity to explore one of these topics in depth, or participate in coursework and projects across these disciplines. The program offers an innovative mix of academic work, including an internship, independent study project, common core course about the city of Chicago, and a variety of seminars focused on the arts and creativity, innovation and entrepreneur-ship, and urban studies and social justice. Program available only in the fall & spring semesters.

**Washington Semester Program – American University**  [american.edu/washingtonsemester](american.edu/washingtonsemester)
The Washington Semester Program was designed to bring students to the nation’s capital to study government through first-hand experience and contact with political, business, and community leaders. Throughout its 50-year history, the program has blended the traditional academic environment with experiential learning. It offers students an opportunity to live, work, and learn in Washington, D.C. The program involves: an educational seminar, an internship, and a research project or elective class. Students choose a program of interest from 10 options (ranging from Journalism or Foreign Policy to American Politics or International Environment & Development). Some programs include a study abroad component. The complete program is offered in fall and spring with the internship component offered in summer.

**Marist in Manhattan Program – Marist College**  [marist.edu/commarts/maristinmanhattan/](marist.edu/commarts/maristinmanhattan/)
Get the practical experience you need to succeed in the exciting world of art, fashion, or media. Marist in Manhattan combines a residential stay and a full-time credit-bearing internship with some of the industry's top companies, complemented by group activities, lectures, networking opportunities, and all that the City has to offer. The main focus of this program is an internship with a major media company or organization. Students are also required to enroll in two online courses during the semester. As the media capital of the world, New York provides exciting internship opportunities, including: Television shows, Public Relations Agencies, Network News, Sports Shows & Teams, and Magazines. This program is only available in fall and spring semesters.
Procedures for Establishing Internships for Academic Credit

Academic credit for an internship experience may be awarded through participating departments and schools at IWU during the academic year (fall, spring or May term) or during summer. Please note:

- For one full course unit of credit, interns must spend a minimum of 160 hours on-site at the internship.
- Credit must be requested for the term in which the majority of the internship hours are completed.
- Not all departments offer internship credit, and not all departments that offer internship credit support internship credit during the summer.

If you are interested in obtaining credit for an internship, the following steps should be followed:

1. A faculty supervisor must sponsor each student receiving credit for internship participation. Your faculty supervisor will need to be from the department or school that most appropriately matches the focus of your internship as well as from the department or school from which you wish to receive academic credit. Inquire at the Career Center if you are not sure if your department offers internship credit or what faculty member to approach. As of spring 2017, there are two new internship courses that are not associated with a specific department, UNIV 397 and 398, which are available if getting credit through your major department is not an option. UNIV 398 is reserved for students completing international internships who want to satisfy a Global Diversity Flag requirement.

2. **Discuss Plans.** Make arrangements with a prospective faculty supervisor to discuss your internship interests and academic/career goals. Become familiar with the specific departmental policies and requirements for obtaining credit for an internship.

3. **Confirm the Offer and Internship Requirements.** After receiving an internship offer, discuss it with your faculty supervisor and make arrangements to discuss requirements and conditions with your prospective on-site internship supervisor.

4. **Complete the Internship Learning Contract.** Complete the intern portions of the document and ask your faculty supervisor and on-site internship supervisor to complete their appropriate portions of the form. The statement of agreement at the bottom of this two-page form should be signed by all parties. Submit your completed Learning Contract to Laurie Diekhoff (diekhoff@iwu.edu) at the Hart Career Center before the last day to add a class deadline for fall, spring or May term credit. UNIV 398 requires an Addendum to the Learning Contract that details your rationale for the Global Diversity Flag. To request **summer academic credit**, students must complete the Learning Contract AND a Summer Internship Enrollment form for the Registrar's Office. Both forms are due June 15th. The Learning Contract, Addendum, and the Summer Enrollment form can be picked up at the Career Center or downloaded from the Career Center Website.

5. **Get registered for Credit.** Upon receipt of the Learning Contract, the Internship Coordinator will notify the Registrar that you have completed all the necessary documents with required signatures. At that point, the Registrar will register you for the course indicated on your Learning Contract. Please note: if you are already registered for a full load for the semester, you will need to drop a class or petition for an overload before you can be registered for the internship course.

6. **Complete Internship Requirements.** Your Internship Learning Contract has outlined your on-site responsibilities and academic requirements. Both will be taken into account when your faculty supervisor evaluates your performance. Keep in mind that academic credit is not awarded for simply
participating in an internship. Be sure that you understand the requirements outlined in your Contract: how often you will meet with your faculty supervisor, what assignments are to be completed, when they are due, how they will be evaluated, and how they will count toward your graduation and/or major requirements.

’
’s – contact Laurie Diekhoff, Internship Coordinator, Hart Career Center
diekhoff@iwu.edu or (309)556-3326 – download forms & instructions at iwu.edu/ccenter
**Hart Career Center, Illinois Wesleyan University**

**INTERNSHIP LEARNING CONTRACT**

Name_________________________ Address ___________________________ City/Zip__________

Major________________________ Minor_________________________ Student e-mail ___________________________

Class status (during Internship):  F     S     J     Sr  Graduation date _____________ Phone ____________

Term of Internship Credit:  ☐ Fall 20___,  ☐ Spring 20___,  ☐ May 20___,  ☐ Summer 20___

**NOTE:** Credit can only be requested for the term in which the majority of the internship hours are completed.

List other courses you will be enrolled in during this term: __________________________________________

**IMPORTANT:** Students will not be registered for an academic internship until an Internship Learning Contract is on file at the Hart Career Center. The contract must be turned in before the last day to add a class or June 15 for summer. If the course will be an overload, student must file a petition with IWU Registrar.

**INTERNSHIP ASSIGNMENT:** To be completed by on-site supervisor.

<table>
<thead>
<tr>
<th>Name of Organization: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mailing Address: _______________________________</td>
</tr>
<tr>
<td>On-site Supervisor Name and Title: ___________________________</td>
</tr>
<tr>
<td>Phone: ___________________________ Email: ___________________________</td>
</tr>
</tbody>
</table>

**INTERNSHIP POSITION:**

Date Internship Begins: ____________ Date Internship Ends: ____________ Number of on-site hours/week: ______

**NOTE:** Students are expected to complete 160 hours on-site at an internship for one full course unit of credit.

**Intern's Duties and Responsibilities:** (Attach position description, if available.)

Will intern receive any financial compensation?  ☐ Yes  ☐ No  If yes, please specify wages ___________________________

**Note:** Supervisors - Please sign on back of this form!

**INTERN'S LEARNING OBJECTIVES:** To be completed by student intern.

Please identify your educational and professional goals for this internship and the means for accomplishing them.

Additional expectations/special conditions:
ACADEMIC REQUIREMENTS: To be completed by faculty supervisor.

Faculty Supervisor: ___________________________    Department: ___________________________

At the successful completion of this internship, ___ unit(s) will be awarded for ___________________________

NOTE: 160 hours on-site at an internship = one full course unit. (If variable credit, 40 hours for each quarter unit of credit)

This course will be evaluated on a □ credit/no credit basis - or - □ letter-grade (A-F) system.

In addition to the evaluation submitted by the on-site supervisor, the student’s performance on this internship will be evaluated by the following:

VISITATION SCHEDULE:

<table>
<thead>
<tr>
<th>Frequency during term</th>
<th>Purpose of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student and Faculty Supervisor</td>
<td></td>
</tr>
<tr>
<td>Student and On-Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>Faculty Supervisor and On-Site Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

MEDICAL INSURANCE COVERAGE:

Student Insurance #: ___________________________

Parent/Guardian Group Insurance #: ___________________    Carrier: ___________________

Other #: ___________________________    Carrier: ___________________

SIGNATURES:

The signatures of the undersigned indicate that the above agreements have been reviewed and approved. The student intern acknowledges personal responsibility for the internship commitment and agrees to perform the internship duties in a professional and ethical manner. The student intern has been informed of any risks inherent in the work to be performed and knowingly consents to undertake such risks. The sponsor(s) endorse the educational goals of this learning experience and agree to provide supervision and/or training to assist the student in fulfilling the conditions of this internship.

Signature of Student Intern: ___________________________    Date: ________

Signature of On-Site Supervisor: ___________________________    Date: ________

Signature of Faculty Supervisor: ___________________________    Date: ________

Submit completed form directly to the Hart Career Center before the last day to add a class or June 15 for summer. Copies will be sent to 1) Student, 2) Faculty Supervisor and 3) On-site Supervisor. Career Center will notify IWU Registrar to register student for internship course.

For Office use Only: □ To Student ___________________    Date/Initials ___________________

□ To Faculty ___________________    Date/Initials ___________________

□ To Supervisor ___________________    Date/Initials ___________________

□ Updated CareerLink ___________________    Date/Initials ___________________

□ Entered in Internship Report ___________________    Date/Initials ___________________

□ To Registrar ___________________    Date/Initials ___________________
Addendum for students registering for
UNIV 398 – International Supervised Internship (Non-department Associated)

Name ____________________________  Major(s) ________________________________

Student e-mail ________________________________  Faculty Supervisor ________________________________

Term of Internship Credit:  ☐ Fall 20___,  ☐ Spring 20___,  ☐ May 20___,  ☐ Summer 20___

Rationale for Global Diversity Flag for UNIV 398:
To be completed by student and faculty supervisor. Please outline how this experience will satisfy the criteria for global diversity.

Criteria 1. Courses compare the US and another contemporary society or societies, or examine the encounters between non-US societies, or extensively investigate one non-US society.

Criteria 2. Courses use such materials as primary texts, films, or other appropriate materials arising directly from the non-US society(ies). If the course is a travel course, it provides opportunities for direct and significant cultural interactions between the students and members of the society(ies) they are visiting.

Submit completed addendum, along with a completed Internship Learning Contract, directly to the Hart Career Center before the last day to add a class or June 15 for summer. Copies will be sent to 1) Student, 2) Faculty Supervisor, and 3) Registrar.

For Office use Only:  ☐ To Student ________________  ☐ To Faculty ________________  ☐ To Registrar ________________

Date/Initials  Date/Initials  Date/Initials
Internship Enrollment for Summer Credit

Registration Procedures and Information

1. Complete the Internship Learning Contract and return it to the Hart Career Center. (Learning Contracts are available in the Hart Career Center, Minor Myers, Jr. Welcome Center or on the Career Center web-site.) The supervising instructor’s signature is required on the Learning Contract.

2. Complete the Internship Enrollment Form and return it to the Registrar’s Office, 110 Holmes Hall. You must complete this form with all required signature to be registered.

3. The last day to register for a summer internship is **June 15th**.

4. The last day to remove enrollment for a summer internship is **June 30**. You must notify the Registrar’s Office in writing if you wish to have your summer enrollment removed.

5. All grades must be turned in to the Registrar’s Office by **August 31**.

Name_________________________________________ ID___________________________

Local Address ___________________________________________________________________________

Home Address ___________________________________________________________________________

Person to bill, if not yourself ______________________________________________________________

Billing Address __________________________________________________

Course Name ________________________________ Department _____________Course #__________

Faculty Supervisor Name ________________________________________________________________

I understand that I have enrolled in the course and I am fully responsible for the charges, 2017 tuition is $1,372 per course unit. The fee is due in full the month the charges appear on your Student Billing Statement. If I decide not to take the course, I must notify the Registrar’s Office in writing prior to June 30.

Student Signature ___________________________________________ Date _________________

Required Department Signatures

Faculty Supervisor Signature __________________________________________ Date ______________

Department Chair (or Designee) Signature _____________________________ Date ______________

Questions regarding enrollment for summer internships may be directed to the Registrar’s Office at (309) 556-3161 or the Hart Career Center at (309) 556-3071.

Current summer enrollment costs may be found in the University Catalog. Questions regarding payment for summer internship enrollment may be directed to the Business Office at (309) 556-3022.
Internship Report Form
Hart Career Center – Internship Program
Experience the Possibilities

Congratulations on your Internship position! Thanks for sharing information with our office. This helps with future internship development and allows us to be of better service to IWU students.

Name ___________________________ Student Phone ___________________________

Class status (during Internship experience, F/So/Jr/Sr – for summer, indicate your “rising” status): _______________________

Term of Internship (x all that apply): __ Fall 20__, __ Spring 20__, __ May 20__, __ Summer 20__,

The Internship is: __ Not for Credit, __ For Credit from ____________________________ Department.

INTERNSHIP ASSIGNMENT

Name of Organization: ___________________________

Mailing Address: ___________________________

On-site Supervisor Name and Title: ___________________________

Phone: ___________________________ Email: ___________________________

INTERNSHIP POSITION: ___________________________

Date Internship Begins: _______________ Date Internship Ends: _______________

Number of on-site hours/week: _______

Will you receive any financial compensation? __ Yes ___ No If yes, please specify wages _________

How did you find out about this internship? ___________________________

THANKS for filling us in! Enjoy your Internship Experience.
The Hart Career Center

Return to: Laurie Diekhoff, Associate Director for Career Engagement, diekhoff@iwu.edu
Hart Career Center, Illinois Wesleyan University, PO Box 2900, Bloomington, IL 61702-2900 (309) 556-3071

For Office Only: □ Internship Report___________ □ TCL ____________
Looking for Internships? The Hart Career Center can help!

Places to start: Titan CareerLink – myinterface.com/iwu/student ISCPA Website – iscpa.org
IWU Interns by Majors database: https://php.iwu.edu/internships/

Additional Websites – indeed.com LinkedIn.com/studentjobs
internships.com internqueens.com looksharp.com
simplyhired.com getthatgig.com backdoorjobs.com
internships-usa.com Internship Series Online (user: IllinoisWes, Pass: GoTitans)

Non-profits: Idealist.org serve.illinois.gov Careersinnonprofits.com socialservice.com

Environment: thesca.org environmentaljobs.com environmentalinterns.org
chicagoenvironment.org (Ch Envir) ecojobs.com (user: wkistner, pass: tree)

Chicago Area: Npo.net (Chicago Non-profits) chicagojobs.com Chicago environment.org
Chicagoartresource.org

Government: gogovernment.org usajobs.gov illinois.gov/jobs/#intern careers.state.gov
Work4Illinois.gov govloop.com hillzoo.com

Public Affairs: opajobs.com (user: Iwu, Password: wesleyan)

International Affairs: globaljobs.org fpa.org

Technology: dice.com engineerjobs.com

International: GoingGlobal – Access on CC Website, Online Resources User: iwu.student Pass: titan
idealista.org internabroad.com ihipo.com transitionsabroad.com eslcafe.com

Science/Premed: pathwaystoscience.org people.rit.edu/gtfsbi nsf.gov aamc.org
science.gov/internships physicstoday.org engineerjobs.com


Media/Communications: mediabistro.com ed2010.com Journalismjobs.com bookjobs.com

Creative: creativehotlist.com agencypimp.com Entertainmentcareers.net leagueofchicagotheatres.org
Chicagoartresource.org designjobs.aiga.org coroflot offstagejobs.com backstage.com

Company Websites – Look for link to Jobs, Careers or Campus Recruiting.

Network, Network, Network! – Talk to friends & family! It works. Join LinkedIn!

Faculty & Alumni – A wealth of information! Google – you’ll be surprised! (use location & title)

Check out IWU-affiliated programs: acm.edu (Chicago Programs)
amERICAN.edu/washingtonsemester (DC internship/study programs)
marist.edu/commarts/maristinmanhattan (New York Media internship/study program)

Hart Career Center – We’re here to help! Make an appointment at (309)556-3071.
Illinois Wesleyan University Hart Career Center

Ethical and Professional Guidelines for Internship and Job Searching

The Hart Career Center at Illinois Wesleyan University provides information, resources, and support as you explore and apply for internships and jobs. It is important that you conduct yourself in a professional, ethical, and socially responsible manner. The following guidelines are to inform and assist you in this process.

Honesty and Integrity
As a candidate you must provide accurate information about yourself, skills, and experiences as you pursue internships and jobs. You may not inflate or exaggerate your abilities.

Professional Conduct
As a candidate you need to communicate in a professional manner, to be courteous and respectful in your interactions with others, in writing, in person, via phone or email.

To that end, you need to:

• Respond to all calls and emails from employers in a timely manner, even if you have already accepted a position with another organization.

• Attend all interviews, practice or otherwise, that you have scheduled. If you cancel an interview less than 2 business days prior to the interview, understand that you will lose Titan CareerLink privileges.

• Be punctual; come prepared and dress appropriately for all career-related events.

• Accept an offer verbally and follow up with an acceptance letter.

• Withdraw from all internship/job search activities once you have accepted an internship or job offer. You need to contact all organizations to inform them of your status. **It is unacceptable to renege on an offer that you have verbally accepted.**

• Decline an offer and cancel active applications, by contacting employer by phone and a follow up letter (that can be sent via mail or email).

• Monitor online social networking sites, online pictures, and blogs to ensure that information that is publicly available does not contain inappropriate or unprofessional information about you or your activities.

Consequences of Improper Behavior
Failure to adhere with these guidelines may result in:

• Removal from Titan CareerLink
• Suspension of all Hart Career Center services
Top Ten Tips for Interns

Laurie Diekhoff, IWU Hart Career Center

1. Be mindful of first and last impressions.
   - Be impeccable with your word, dress, and time.

2. Take initiative.
   - Ask for things to do; keep an eye out for helpful projects.

3. Embrace the grunt work!
   - It’s boring to you, but critical to the organization.
   - Give it your best effort.

4. Learn all that you can about the organization, industry, and career field.
   - Read everything you can get your hands on. Ask questions.

5. Network, network, network!
   - Don’t be afraid to talk to people.
   - Ask to attend meetings and events.
   - Work to develop and maintain relationships.
   - Do informational interviews/shadows.
   - 80% of job offers are a result of personal and professional networks – add to yours continually.

6. Meet regularly with your supervisor.
   - Ask for feedback.
   - Share progress, and review lessons learned.
   - Observe his/her style of supervision.

7. Play nicely with others.
   - Show respect at all times.
   - Be friendly; do all you can to get along with colleagues.

8. ALWAYS observe appropriate rules of workplace etiquette.

9. Listen and learn.
   - Keep an open mind; avoid jumping to conclusions.
   - Be observant. Ask questions.
   - Pick your battles carefully.

10. Represent yourself, and Illinois Wesleyan University positively at all times.
Common Challenges for Interns

1. New environment – may/may not be what you expected.
   ▪ Need to learn to navigate the environment.

2. Work – may/may not be what you expected.
   ▪ Boring work, easy projects, time with “nothing” to do. Be assertive and proactive.

3. Co-workers – may/may not be what you expected.
   ▪ Make the best of each situation; learn from it.
   ▪ Use straightforward and professional communication.
   ▪ Talk with supervisor if needed (always if you question the appropriateness of behavior).

4. Career field – may/may not be what you expected.
   ▪ Internships are a chance to gain insight, apply classroom learning to real life setting, and evaluate future career interests. Make the most of it!

Professional Workplace Etiquette

1. Professional Dress – dress for success!
   ▪ Know the dress code/environment; but think conservatively. Look professional & polished.
   ▪ Stay away from low cut, tight, revealing, grungy, sloppy; Use an iron when needed!
   ▪ Avoid jeans, t-shirts, sweats, flip-flops, tennis shoes, shorts, visible undergarments.

2. Show R-E-S-P-E-C-T
   ▪ Firm handshake & introductions when meeting others.
   ▪ No swearing; no negative talk about co-workers/boss.
   ▪ Respect personal space; Always listen; think before interjecting.

3. PHONE Communication
   ▪ Impressions matter! Speak clearly, slowly, professionally and politely.
   ▪ Keep pen & paper by phone to take notes.
   ▪ If phone phobic, write out what you want to say before calling.
   ▪ Avoid personal phone calls; NO texting or cell phone in public!

4. EMAIL Communication
   ▪ Always include subject line. Keep messages short & to the point.
   ▪ Use proper English, grammar, and spelling. No abbreviations/emoticons.
   ▪ Watch your tone/sarcasm; can be easy to misinterpret.
   ▪ Use a signature line with your name, title, contact information.
   ▪ Avoid personal email from work. No Facebook or web surfing either!

5. Final Pointers
   ▪ Use common sense & courtesy. Err on the side of conservatism. Be observant. Ask questions. Do your best!