



*Division of Enrollment Management*

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Dear Employer,

Welcome to Lewis University's Career Services Department. We are pleased that you have chosen to partner with Lewis University's academic programs by employing interns at your worksite. Lewis is a great place to recruit talented interns.





Employers should:

- Provide adequate supervision and assign duties that are career-related, progressive, and challenging.
- Encourage and support the learning aspect of the student's assignment. Employers should designate an employee (mentor) to:
  - a. Orient the student to the site and its culture.
  - b. Assist in the development of learning objectives.
  - c. Confer regularly with the student.
  - d. Monitor the student's progress.
- Provide

are typically one-time work or service experiences for students who have already completed considerable academic preparation related to a professional field. The internship plan generally applies to advanced undergraduate students or graduate students, working in professional settings under the supervision of practicing professionals. Objectives and practices will vary from program to program. Some involve simply observing what the field is "really like," while others are designed to be a "capping" experience permitting students to apply principles and theories to real-life projects. Internships are beneficial from a learning perspective but may or may not involve income. College credit is determined by the academic program area, and it is the student's responsibility to make arrangements with an academic advisor regarding credit.

The use of internships has long been a learning methodology in higher education. Typically, the coordination of internships resides within academic departments, and, in some disciplines, a practical experience component may be a required element of the curriculum. While internship models will vary from campus to campus and among departments on the same campus, the focus on learning is a common objective. The typical program will involve faculty-student interaction in the establishment of internship requirements, faculty assessment of achievement, and worksite visits by the student's internship coordinator. Internship circumstances vary widely.

is an education-based program that provides students with multiple periods of work assignments related to their academic and career interests. Virtually all of these student jobs are salaried, and the experiences involve productive work for the employer rather than observation or school-designed activities. This educational delivery system is called "co-op," because both the school coordinator and the employer supervisor "cooperate" in providing the opportunity for student learning.

During the past several years, there has been a major decline in the use of co-ops. Many students prefer to complete college as quickly as possible, and co-ops tend to add another one or two semesters to the time it takes to complete a degree.

might qualify as an internship if the position is related to the student's academic or career goals and provides a meaningful learning experience with adequate supervision.

is defined as a person who voluntarily offers him- or herself for a service or undertaking performed willingly and without pay. Volunteering is appropriate for "unpaid internship" situations if it is applicable to a student's career or academic goals.

\*For the purpose of this manual, only the term “internship” will be used, with the understanding that other types of experiences are included.

Look at current business activities and consider what ongoing work you would like to expand or what projects you would like to initiate or complete. Consider projects that are beneficial to your organization and that provide challenging learning experiences for students. Examine your company’s recruiting needs (i.e., replacements for retiring employees or additions to departments that are expecting growth). Identify competencies or skills required to complete these projects or fill recruiting needs. Then, determine the number of interns you will be recruiting.

Supervisors should be selected based on their ability



Getting started on the right foot is critical to the success of your intern and to recruiting interns in the future. Using the work plan you have developed for the internship, set up an orientation for your new intern.

Give your intern the resources he or she needs to do the job. A place to work, telephone with voicemail, computer and e-mail account help the intern feel a part of the company. Point out the supply, break, and rest rooms. Introduce the intern to all staff members. Review the training program and timelines for completion.

Monitor the intern's progress and communicate regularly with him/her. Make sure you are aware of what's happening with the daily assignments. Keep in mind that this could be the intern's first work experience, so ensure that assigned work is given with detailed explanation and that the intern repeats it back to you. A few extra minutes of verbal review will pay off later when the intern produces good, solid, independent work. Help your intern set goals for completion of tasks, including daily, weekly, and monthly goals. This will provide structure and help establish a solid work ethic for the intern.

Review the intern's progress periodically and give feedback. Evaluations are important for the success of the intern's experience. Evaluation processes differ for companies and for job types. Yours might be a formal written review given halfway through and/or at the end of the program. It may be delivered over an occasional lunch with the intern. Lewis will provide you with an evaluation form (see SAMPLE DOCUMENTS) at the beginning of the internship.

Occasionally, an academic area may require onsite visits or conference calls during the internship for evaluation purposes. It is the responsibility of the student to make any arrangements and/or meet any requirements for academic credit.

It is essential to evaluate both the intern and the program. You will need to validate the return on the investment for your company and evaluate the intern's performance in regard to your expectations. Complete Lewis' evaluation form sent at the beginning of the internship. Discuss the performance ratings with the intern and return the evaluation by fax or e-mail to Lewis Career Services. This is a good opportunity to ask the student to evaluate the experience with your company. Documentation that validates the intern's learning experience is very important to Lewis. Please also note any academic shortfalls on the evaluation. We will forward the information to the academic program area.

Utilize quantitative metrics to determ

A: Internships can be paid or unpaid. According to  
published by the Collegiate Employment Research Institute, 66% of all internships are paid, 18%

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, published by the Collegiate Employment







1. Prepare questions about:
  - Specific coursework related to the position
  - Knowledge or familiarity of equipment, techniques, computers, etc.
  - Previous experiences related to the position
  - Career interests, goals
2. Analyze résumés
  - Check for signs of organization, clarity, and accuracy
  - Trace chronology and look for time gaps
  - Note involvement and roles in campus and community organizations
  - Check grade average overall and in major
  - Look for accomplishments, patterns of progression, and growth
3. Open the interview (1-2 minutes)
  - Build friendly rapport through small talk
  - Provide an overview of the interview
  - Indicate that the student will have an opportunity to ask questions later
  - Explain that you will be taking notes and invite the student to do so
4. Ask questions and gather information (15 minutes)
  - Use behavioral type questions as well as open ended questions
5. Allow for questions and comments (5 minutes)
  - Answer honestly and illustrate with your own experience

**Lewis University – CAREER SERVICES**

**Contact Career Services for a copy: [careerservices@lewisu.edu](mailto:careerservices@lewisu.edu)**

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**Career Services**  
**Student Intern Performance Evaluation**

True, M. (no date).

[http://www.messiah.edu/download/downloads/id/1596/StartingAnInternshipProgram\\_7thEdition.pdf](http://www.messiah.edu/download/downloads/id/1596/StartingAnInternshipProgram_7thEdition.pdf)

Hire Rock Star Interns <http://www.forbes.com/sites/sage/2014/06/18/how-to-hire-rockstar-interns-for-your-small-business/>

Indiana INTERN.net <https://indianaintern.net/employers>

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