

Student Internship Guide

Career Center
University of Minnesota, Morris

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Introduction

This Student Internship Guide contains information about the internship program at the University of Minnesota-Morris and guidelines on how to arrange an internship for academic credit or non-credit. An internship is a unique learning experience within the curriculum of your undergraduate program. The primary purpose of an internship is to further your intellectual, professional and personal growth. Ideally, your internship will enable you to relate your liberal arts background to a specific career field, to test skills and interests in that field, and to apply textbook theory in a viable work setting.

If you choose to take your internship for academic credit, the credit you receive for your internship is awarded in recognition of the learning value of this experience. Unlike the traditional courses you take on campus, your internship will be arranged and designed primarily by **you**, in consultation with a faculty member.

This manual is designed to enable you to capitalize on the learning potential of your internship. Please read it before you begin your internship and refer back to it as your internship unfolds. The internship coordinator and faculty supervisor are available to provide the assistance and direction you may need along the way to successfully implement your internship. Have a wonderful experience!

Statement of Non-Discrimination

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, age, marital status, disability, public assistance status, veteran status, or sexual orientation. Inquiries regarding compliance may be directed to the UMM Equal Opportunity and Affirmative Action Officer at (320) 589-6021.

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Frequently Asked Questions About Internships

What Is An Internship?

An internship is an educational experience in an environment providing field application of a student's theoretical classroom learning. Internships are arranged for students who wish to undertake a study involving both academic and applied experience and agrees to receive the number of credits commensurate with the scope of the project. It may be done on a full or part-time basis during a regular semester, inter-session, summer term or combination of terms. It may be conducted concurrently with other academic coursework. An internship is planned by the student in cooperation with a faculty supervisor and site/field supervisor.

What Are The Benefits Of Doing An Internship?

An internship can have many benefits, such as:

- ❑ Application of classroom learning to the workplace.
- ❑ Exploration of career options.
- ❑ A chance to “reality test” – try out one’s interests, values, and abilities in a work setting.
- ❑ Development and enhancement of professional skills.
- ❑ An increase of one’s self-confidence as a student and worker.
- ❑ An opportunity to practice job search skills and expand one’s network of professional contacts.
- ❑ Relevant work experience to add to one’s resume to demonstrate interest and commitment to a field.
- ❑ Academic credit.
- ❑ A chance to earn money to help pay for educational expenses.
- ❑ An opportunity for leadership and/or character development.

How Many Semester Credits Can A Student Earn For An Internship?

The number of credits for an internship will be determined by the faculty supervisor, subject to approval by the Vice Chancellor for Academic Affairs and Dean. Factors that will be considered include the nature of the academic requirements (i.e. books, journals, papers, library research, researched reports, oral presentations, bibliographies, etc.) and the number of hours per week the student will spend working under the supervision of the field supervisor. Although some disciplines/faculty may have different guidelines, generally one semester of credit will equal approximately three hours of a combination of academic/field site work per week. This may vary slightly with internship settings and faculty requirements. Grading is on an S/N basis.

An internship can be done for 1-16 credits. The credits count as general electives towards graduation. Students with a major in Liberal Arts for the Human Services are required to do a four-credit internship which counts toward their major. Other disciplines may choose to use internship courses instead of field studies, directed studies, tutorials, etc. for the major.

When Is the Best Time To Begin Planning An Internship?

Students should begin planning their internship as soon as possible, but no later than the beginning of the semester preceding the semester in which one plans to do the internship. For example, students planning an internship for spring semester should begin planning no later than early fall semester of that academic year. Assessing one’s goals and objectives, researching internship sites, contacting and interviewing sites, developing a sound academic internship experience, consulting with faculty and Career Center staff, preparing a resume, and creating a learning contract takes time.

Is There A Tuition Charge For A Credit Internship?

Yes. The charge is the same as the tuition for credits for any other courses. It will be based on the number of credits taken for the internship. Please be aware that tuition and fees may change from year to year. Also, tuition charges per credit may vary according to academic term (intersession and summer school). Student services and health service fees are normally waived if the internship is located more than 60 miles from Morris and student is not enrolled in other classes.

Are Internships Paid?

Some internships are paid, however, the majority are not paid. The amount and form of payment is usually established by the internship site. Compensation for work undertaken as an intern can take a variety of forms. An intern may be paid a wage, be reimbursed for mileage and/or other expenses incurred as part of the internship experience or receive a stipend. Organizations not able to directly compensate an intern may offer indirect compensation in the form of discounts on services or products or the opportunity to participate in in-service and/or training workshops usually provided for employees.

If you are looking for interesting and useful experience as an intern, it would be wise to not limit the internship search to paid positions only. Consider the experience an investment in your future education and future career aspirations.

How Do I Select a Faculty Supervisor for my Credited Internship?

Select a faculty member that has some expertise or knowledge of the area in which you are doing your internship and ask if he or she would be your faculty supervisor. If you don't know which faculty member would be best, start with someone in the academic discipline or with your academic advisor and ask for suggestions. The internship coordinator may also be able to help you identify possible faculty supervisors.

How Many Credited Internships Can a Student Take?

Students can register for as many internships as they want. **However, students are not permitted to earn academic credit for an experience for which one previously received credit.** Students are permitted to use the same site for multiple internships but each credited experience must be a different project, task, or field of study. Internship credit will not be awarded for past experiences which were not previously established and contracted with a UMM faculty member.

The Participants

There are several participants involved in ensuring that an internship is successful. These individuals and their roles and responsibilities are indicated below.

Student Intern's Role

The student intern is responsible for selecting the internship and seeking out a faculty supervisor. The faculty supervisor should be a person who has knowledge about the field in which the internship is requested. The intern is also responsible for meeting with the site supervisor prior to the internship to clarify expectations and responsibilities, complete an Internship Learning Contract and Internship Approval Form, working the required number of hours, seeking out supervision on site as needed, and completing the academically-related tasks which are agreed upon by the faculty supervisor and intern (such as a journal, supplementary research, and/or a paper). In addition, the intern maintains high standards of professionalism while at the internship site.

Academic Advisor's Role

Students interested in pursuing an internship for academic credit should consult with their academic advisor to discuss how the internship credit will fit into their program of study. Academic advisors are encouraged to talk with advisees early in the students' academic career about internships and the timeliness of arranging the experience. The next step in the student's planning is to view the Internship Video available in the Career Center, 201 Behmler Hall.

Faculty Supervisor's Role (for Credited Internships)

The faculty supervisor is responsible for helping the intern integrate the internship into his or her total academic experience. S/he provides academic direction and evaluates the learning derived from the internship.

Early in the process of finding an internship, the student should approach a faculty member who has some expertise in the area which he or she wishes to pursue an internship. Once the faculty member agrees to be a supervisor, they should meet to discuss the student's goals in finding and completing an internship. The faculty supervisor can serve as a resource for the student in locating and evaluating the appropriate internship.

Once the student has found an internship, the faculty supervisor will advise the student in defining the Learning Contract (see Appendix B) objectives, tasks, and evaluation criteria, as well as the amount of credits. The faculty supervisor will also help the student in defining the academic requirements for the internship. Academic requirements can be a journal, paper, relevant research and/or projects.

The faculty supervisor maintains appropriate contact with the student throughout the internship to give direction and support. The faculty supervisor is asked to initiate a phone call to the site supervisor prior to signing the Internship Approval Form (see Appendix C) to establish contact and communication. Other forms of recommended contact throughout the internship are site visits, email or phone calls with the intern and site supervisor, progress reports and feedback sent between the intern and faculty supervisor, and meetings which occur off-site between the intern and faculty supervisor. The amount and form of contact is determined by the faculty supervisor.

At the end of the semester, the faculty supervisor and student intern will meet to review the academic projects and to review the experience. The faculty supervisor evaluates the intern's learning and assigns and submits the grade (S/N).

Site (Field) Supervisor's Role

Student interns are supervised by a staff person employed by the site organization. Typically, the site supervisor has experience and expertise in the area in which the student is interning. Site supervisors are

responsible for interviewing interns, determining qualifications for the position, orienting interns to the organization, supervising, directing, and evaluating their work. The ideal site supervisor will serve as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession. S/he will also have sufficient experience in the field to draw from and will share that experience with the student intern. The site supervisor meets with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern's work. No written forms are required by UMM for this periodic feedback, but they are encouraged to provide an evaluation in written form at the end of the internship. A site supervisor may also help by recommending ways to enhance the intern's learning.

Internship Coordinator's Role

The internship coordinator is a staff member in the Career Center and serves as the central information resource for all questions concerning internships at UMM. The coordinator is responsible for informing the participants in the internship of their roles and responsibilities. The coordinator addresses questions and, if necessary, mediates problems and issues among the participants in the experience.

The internship coordinator is responsible for informing prospective interns about the process and requirements of securing and participating in an academically appropriate internship. Students can learn this information in regularly scheduled information sessions, by watching the internship video available in the Career Center, or by making an appointment with the Career Center staff. The coordinator can also help with the internship search process elements, such as setting goals, contacting faculty and employers, writing resumes and cover letters, and interviewing.

The Vice Chancellor for Academic Affairs and Dean's Role

The Vice Chancellor for Academic Affairs and Dean is the chair of the Interdisciplinary Studies Division, the division that offers the internship courses (IS 3996). The Vice Chancellor for Academic Affairs and Dean provides final approval of the internship experience by signing the Learning Contract and Internship Approval Form. The Dean will review the Learning Contract to ensure that the number of proposed credits are consistent with the level and amount of proposed academic and field site work. The Vice Chancellor for Academic Affairs and Dean is the final authority on approving credited internships.

Resources for Locating Internship Opportunities

The major responsibility for locating an internship rests with the student. The student's efforts are supported by the internship coordinator who acts as a resource person for faculty supervisors, site supervisors, and student interns. Prior to beginning the search, a student can maximize success by defining goals, determining any geographic, financial or time limitations, and being open to non-paid internships. Most internships are not paid. Students may wish to limit their search to only paid internships, but they should be aware that they may miss some of the more interesting opportunities.

Internship Binders – Located in the Career Resource Library, 231 Behmler Hall, are binders containing over 1500 internship opportunities. They are divided by field; one binder focuses on local opportunities with additional binders for fields such as Business & Administrative, Communications, Counseling & Social Work, Ecology & Environment, Quantitative Science & Technology, and others.

Internship Search Database – All of the postings contained in the binders are posted on the Web in a searchable database on the Internship Web site (<http://www.morris.umn.edu/services/career/intern/>). Students can enter a word or combination of words and a list of positions which contain the words in their descriptions will be displayed. Suggested words are majors, fields, skills, and geographic locations.

National Internship Books – There are several books in the Career Library which list interesting, national opportunities, such as *Peterson's Internships*, *America's Top Internships*, *The Internship Bible*, and *The National Directory of Internships*. One can find internships in these books according to various categories listed in the back of the book, such as geographic location, field, free housing, organizational perks and more. There are also several internship books for specific fields, such as Environmental Internships, Internships in Washington D.C., and Broadcast Media. The Career Library is a reference library and the books may not be checked out. A list of internship books and directories can be found at the end of this guide.

Job Choices Magazines – These magazines are free to students and are produced by the National Association of Colleges and Employers. In addition to helpful articles about career issues, the magazines list descriptions and contact information of many employers who hire college students. Students may find categories in the back of the magazines that indicate which companies have internships. There are three different issues – Science, Engineering & Technology; Business; and the Diversity Edition.

Faculty – are frequently a resource for students who want internships in their field. Faculty members are often connected with professional organizations which send notices of internships to pass along to students. They also can pass along useful information about the quality of an internship site based on their experiences with other interns. They also may know of field-specific resources that can be helpful to students.

Departmental Bulletin Boards and Listservs – When faculty and departments receive notices of internships, they often post them on the department bulletin boards or listservs.

The Internet – There are several links with internship opportunities that are starting to be used more frequently by employers and students. A student can locate these internship links by starting with the Career Center homepage or by using a search function on the Web. Students can also look at employers' Web sites for information about internship programs in their organization.

Approaching Employers Directly – is a frequently used option for students who want internships in particular organizations or geographic areas. Students identify an organization and approach a person who oversees internship/volunteer opportunities or a person who oversees the office for whom they wish to work. They can then tell the person about their interest and background and inquire about internship possibilities. It is helpful

for the student to first know his or her goals and objectives regarding the internship because an employer may ask what he or she wants to do.

Required Paperwork

Prior to registering for an internship, the student must create a Learning Contract and complete the Internship Approval Form for review and approval by their faculty supervisor. Both of these documents must be approved by the Vice Chancellor for Academic Affairs and Dean prior to registering for the course.

Learning Contract (Appendix C)

A learning contract is a planned, purposeful agreement by the student and faculty supervisor that indicates the objectives, learning methods, and evaluation of the internship. It is to be created prior to the start of the internship with the faculty supervisor's help and approval. The three sections to be included are:

Objectives/Goals: what the student plans to learn from the internship experience.

Learning Methods: how the goals will be implemented at the site and academically: the actual tasks, job duties and academic assignments

Evaluation: the criteria for evaluation used by the faculty and site supervisors

Samples of learning contracts are available in Appendix B and in the Career Center.

Internship Approval Form (Appendix C)

The Internship Approval Form is the official UMM application for approval of an internship. It includes basic information about the student, the number of credits for the internship, a brief description of the learning contract, the name of the site and site supervisor, and the signatures of the faculty supervisor and student. The final signature of approval on the form is by the Vice Chancellor for Academic Affairs and Dean. This form should be accompanied by the learning contract when it is submitted for approval to the Vice Chancellor for Academic Affairs and Dean and Registrar's office. The form shown in Appendix C, can be downloaded from the Academic Affairs and Dean's Web site at:

http://www.morris.umn.edu/services/acad_affairs/aavarious.html#internship

Contacting and Interviewing With Potential Internship Sites

The process of applying for and securing an internship can vary widely between organizations. The process can be as informal as talking to an employer on the telephone about the position or it can be as formal as submitting a resume/cover letter/portfolio and having an interview. Regardless of how informal or formal the process is, interview preparation is especially important to a student's success in securing the desired internship.

Prior to Contacting the Internship Site:

- ❑ Determine your goals for the internship. What specific skills or experiences do you want to have? Some internships are very flexible (particularly if it is an internship that is created by the intern). If you don't plan and ask for the experiences you want, they may not happen.
- ❑ Research other internships similar to the one you are seeking in national directories, the UMM listings, or on the Web. This will provide a background of information for you to assess the opportunities at the internship and give you ideas about ways to adapt the internship for your particular needs.
- ❑ Assess your experiences and skills in the field you are seeking an internship (this will probably include coursework, involvement in activities and part-time jobs) so you can be better prepared to answer questions.

- ❑ Determine any limitations on the duration of the internship, hours per week, transportation availability, financial considerations, and housing that you may have regarding the internship.

Contacting the Internship Site:

- ❑ Use the name and number given in the resource to contact the internship site. If there isn't a name, ask the receptionist for the name of a person who coordinates internships. If there isn't such a person, ask for a supervisor in the department in which you are interested in doing the internship.
- ❑ Once you are speaking to the correct person, identify yourself and the fact that you are a student at UMM. Tell the person how you found out about the internship and inquire if it is available for the period of time in which you are interested. If it is available, ask about the application process.
- ❑ Ask any other questions you may have and allow them to ask you questions. Thank the individual for their time.
- ❑ When you apply, be sure to mention your phone call in any correspondence you send.

Sample Interview Questions an Internship Site May Ask

- ❑ Why are you interested in doing an internship with our organization?
- ❑ What do you hope to gain from your internship experience?
- ❑ How did you become interested in this career field?
- ❑ How did you decide to major in _____?
- ❑ How have the classes you have taken prepared you for this position?
- ❑ What two or three accomplishments have given you the most satisfaction?
- ❑ What are your strengths and abilities as they apply to this position?
- ❑ What work and/or other experiences have you had that relate to your interest in this internship opportunity?
- ❑ What do you hope to do after graduation?
- ❑ What is the timeframe for your internship? Hours and days available?
- ❑ Do you anticipate any need for time off or flexible scheduling during your internship?

Sample Interview Questions a Prospective Intern May Ask

- ❑ What are the specific responsibilities of the internship?
- ❑ Who would serve as my site supervisor? What are your expectations as a site supervisor?
- ❑ Is it possible to work on a special project related to my interest in _____?
- ❑ What type of orientation and training are new interns given?

Strategies For A Successful Internship

An internship can be rewarding, exciting and beneficial to one's academic and professional goals. However, there may be unanticipated developments in your internship which can become potential barriers to a positive experience. Below are some suggestions to help you identify concerns and to take proactive steps to prevent or solve potential problems. If at any time you experience a problem at your site, please contact your faculty supervisor and/or internship coordinator.

Possible Problem	Possible Solution
<i>Unrealistic Expectations</i>	Think through clearly what you did expect from this internship, and consider whether these expectations were realistic. If they were, how might you still meet them? If they were not, what caused them to be unrealistic?
<i>Conflicting Goals</i>	Be aware that some of your goals may be different from those of your site supervisor. Try to balance the two sets of expectations and meet as many of your site supervisor's expectations as possible as well as maintain the focus of your expectations.
<i>Boredom</i>	Seek out new assignments. See where there is a need to be met and develop a plan to meet the need. Suggest the plan to your site supervisor.
<i>Poor Communication</i>	Most problems arise from a misunderstanding or a lack of communication between people. If you have a concern, raise the issue with your site supervisor in a polite and tactful manner. Site supervisors usually do not take on an intern unless they want to help them develop.

Termination of Internship

If the student intern, site supervisor, or faculty supervisor is unable to continue or complete the internship, participants must be notified immediately. Cancellation of a credited internship is processed by the UMM Registrar's Office.

Special Learning Opportunities at UMM

Other experiential opportunities exist at UMM to help students learn. These include participation in mentorships, research, volunteerism, service-learning, and student employment.

Discipline Based Experiential Learning

Most UMM disciplines have courses designated for directed study, honors projects, independent study/projects, field experience/study, tutorials, or practicums which may involve experiential learning. Students should consult with their academic advisor, a discipline coordinator, or a division chair to learn about their offerings.

Morris Administrative Internship (MAI) Program

The Morris Administrative Internships are offered campus-wide for projects requiring creativity, initiative, and learning. MAI positions pay \$2,000 over the academic year. MAI positions are available to students entering their third year of study. Positions are created by proposals made by UMM Professional/Administrative staff to the Vice Chancellor for Academic Affairs and Dean. These projects are expected to provide both a learning experience for students and helpful managerial support to the UMM Campus.

Some sample MAI projects:

- ❑ to collect vocational placement data as an aid to career counseling;
- ❑ to conduct the student orchestral society;
- ❑ to compile a list of recent alumni in a particular academic program;
- ❑ to help prepare the equipment for a science laboratory;
- ❑ to devise a WWW "home page" for a UMM discipline or office.

If a student is interested in applying for an MAI opportunity, the student can approach faculty or staff and inquire if they have MAI positions or the student can look at the Weekly Bulletin where the opportunities are frequently advertised. Further information about the Morris Administrative Internship program may be obtained from the Dean's Office, 315 Behmler Hall, ext. 6015.

Morris Academic Partnership (MAP) Program

UMM has established a program for advanced students called Morris Academic Partnership. Receiving a stipend of \$2,000 for the year, Morris Academic Partners undertake assignments that enhance their intellectual competence and increase their interest in graduate or professional study. Projects involve assisting faculty and professional staff in their research and/or teaching and are more complex than typical work-study assignments. Faculty nominate students entering their third year of study for a Morris Academic Partnership and they are named by the appropriate division chairperson with the concurrence of the dean. Further information about the Morris Academic Partnership program may be obtained from the Dean's Office, 315 Behmler Hall, ext. 6015.

Undergraduate Research Opportunities Program (UROP)

The University of Minnesota's Undergraduate Research Opportunities Program offers financial awards to undergraduates for research, scholarly, or creative projects undertaken in partnership with a faculty member.

UROP affords undergraduates the unique educational experience of collaborating with a faculty member on the design and implementation of a project. At the same time, faculty have the opportunity to work closely with the students and receive valuable assistance with their own undergraduate experience. It encourages students to conduct research and pursue academic interests outside of their regular courses by employing them to work on special projects.

UROP applications are judged on the quality of the proposed project and the educational benefits to the student. Since funding is limited, awards are granted to the strongest proposals. Further information about the program may be obtained from the UROP Office, 225 Community Services Building, ext. 6464.

Minority Mentorship Program

The Minority Mentorship Program has been developed by UMM to promote awareness of cultural diversity on campus and in the community. Minority students are matched with faculty who have similar academic and career interests. Students enjoy long-term working relationships with their mentor and have an educationally meaningful paid work experience. Up to \$1,000 per year in student employment funds are available to selected students for work supervised by their mentor. Further information about the program may be obtained from the Minority Student Program Office, 110 Minority Resource Center, ext. 6095 or visit the Web page (<http://www.morris.umn.edu/services/msp>).

Service Learning/Volunteerism

Service Learning Initiatives at the University of Minnesota - Morris work to inform and involve students, faculty, and staff in community service. Volunteers are people who care. The Office for Community Service and Volunteerism (OCSV) can incorporate volunteers into almost all aspects of their work. The OCSV places individuals or groups with projects needing volunteers and promotes new service projects. For more information, contact the OCSV Coordinator in Student Activities, ext. 6083, (15B Student Center) or visit the Web page for OCSV (<http://www.morris.umn.edu/academic/fclt/ocsv/>).

The Center for Small Towns

The Center for Small Towns is a community outreach program housed at the University of Minnesota, Morris (UMM) and serves as a point-of-entry to the resources of the University of Minnesota. Small towns, local units of government, K-12 schools, non-profit organizations, and other University units are able to utilize the Center's resources as they work on rural issues or make contributions to rural society.

The Center for Small Towns is currently working on various projects in the area and is seeking UMM students who are willing to work on such projects. The Center is known regionally for its work with small towns. With such exposure, it is common to find various projects that UMM students are ideally suited for. For more information about the local, frequently paid opportunities, contact the office at 110 Community Services Building, ext. 6451, email: cst@mrs.umn.edu or visit their Web page (<http://www.morris.umn.edu/services/cst/>).

Student Employment

There are three types of student employment: federal work-study, state work-study, and institutional employment. Eligibility requirements differ for each; however, students must be registered for a minimum of six credits per academic term to remain eligible for student employment.

Employment is awarded by the Office of Admissions and Financial Aid and may be part of students' financial aid reward. Every UMM department and office employs students; however, positions are limited.

Students should contact campus departments and offices during Spring Semester to arrange employment for the following academic year. Some off-campus positions provide students the opportunity to perform community service. For more information, contact the Office of Financial Aid, 105 Behmler Hall, ext. 6035, email: morrisfa@morris.umn.edu or visit their Web page (<http://www.morris.umn.edu/admissions/financialaid/>).

Appendix A

HOW TO ARRANGE AN INTERNSHIP

1. **View the video "Introduction to Internships."** (Available for viewing in the Career Center.) This should answer your basic questions on what an internship is, the procedures for obtaining an internship, and resources available for identifying internships.
2. **Identify your goals.** What are your career goals at this point? Ideally, an internship should give you the opportunity to "reality-test" a potential career direction you have identified. If you don't currently have a career focus, it may be worth your while to step back and do some general career research at this point. You need to identify: What kinds of skills do I want to use? What environment do I want to do this in?
3. **Research internship possibilities.** In the Career Center Library, we have Internship Binders listing specific opportunities, publications of national internship opportunities, NACE Annuals Summer Employment lists, the Alumni Career Network, and files on specific agencies and businesses. Also, consult faculty in your area of interest, and talk with friends and family about your ideas.
4. **Meet with the Internship Coordinator** at the Career Center to discuss your specific goals and ideas, and to get guidance on how to identify opportunities in your specific interest area. The Internship Coordinator can also give you guidance on how best to approach organizations to inquire about internship possibilities.
5. **Find a faculty supervisor.** You will want to work with a faculty member who has some special knowledge related to the internship you are doing. The Internship Coordinator can suggest faculty who have worked with interns in similar areas in the past.
6. **Prepare a resume.** Not all sites will require this, but it is advisable or required for many sites. See sample resumes and how-to books in the Career Center Library. You may want to have the Career Center staff review your resume and give you feedback.
7. **Contact organizations you are interested in.** Depending on the organization, you may want to start with a phone call to a department supervisor, identifying yourself and asking about internship possibilities. Or, you may want to send a resume/cover letter and follow that up with a phone call. If the site supervisor is interested, set up an interview. Check with the Internship Coordinator if you are having difficulty.
8. **Develop a Learning Contract.** Once you have been accepted as an intern, work with your faculty supervisor in developing a learning contract. This should include your learning objectives, methods (including internship duties and academic learning activities), and evaluation criteria.
9. **Complete Internship Approval Form** (Available from the Academic Affairs and Dean's Web site at: http://www.morris.umn.edu/services/acad_affairs/aavarious.html#internship)
10. **Register for credit.** For academic year internships, register in the Registrar's Office. For summer internships, register at the University College.

**Career Center, 201 Behmler Hall, University of Minnesota-Morris, Morris, MN 56267
320-589-6065**

The University of Minnesota is an equal opportunity educator and employer. To request disability accommodations, please contact: Gary Donovan, Director, Career Center, 201 Behmler Hall, University of Minnesota-Morris, Morris, MN 56267. Phone: 320-589-6065.

Appendix B

INTERNSHIP LEARNING CONTRACT-LAHS EXAMPLE

(date)

TO: (Vice Chancellor Academic Affairs and Dean)
University of Minnesota, Morris

FROM: (Student's Name)

SUBJECT: Internship with (Organization Name, Division) in (City, State).

Learning Objectives:

- I. To gain realistic insight into what chemical dependency therapists do in a hospital setting.
- II. To develop an understanding of how the family is affected by the chemically dependent.
- III. To develop the necessary skills of working with chemically dependent patients and their families.
- IV. To develop effective communication skills needed in therapy.
- V. To understand how the department works under the hospital's rules and regulations.

Learning Methods:

A. Field Experience

1. Throughout the internship I will do background reading which will include:
(Author, Title, City, State, Publisher, Year)
2. I will attend staff meetings with other therapists and caseworkers.
3. I will observe and evaluate both group and family therapy.
4. I will assist with report writing including logging, charting assessments, and discharge planning.
5. I will discuss with my supervisor the department's function in the hospital and study various regulations.

(Name and Title) will be my on-site supervisor for the internship. He/She will assign duties and direct my learning experience at the (organization name). The location of the internship will be (organization name and department) in (City, State). My supervisor can be contacted by calling (telephone number).

(Include 1-3 sentences to describe internship setting, responsibilities, etc.)

B. Academic Expectations

(Name and Title) will be my faculty supervisor for the internship. (Faculty Supervisor) and I will be in contact via correspondence throughout the experience and via consultations during (term) Semester. As partial fulfillment of my internship, I will keep a daily journal to relate my internship experience to my reading and other course material. Further, I will write a final paper of about (number) pages integrating the entire learning process.

Evaluation:

I will be evaluated by (Faculty Supervisor) and (On-site Supervisor) on the depth of my learning experience based on the following: the content of my journal, the consultations, and my final paper. (List any other tangible outcomes).

Final evaluation will be completed by (term) Semester, (year) at the University of Minnesota, Morris. For completion of this internship, I will receive satisfactory grade of "S" and (number of) credits.

Appendix C

Career Library Resources for Internships

Career Library
231 Behmler Hall
Monday - Friday,
8:00 a.m. – 4:30 p.m.

The Access Guide to International Affairs Internships, Seymore, B. & Higham, M., Access, Washington DC, 1996.

America's Top Internships (The Princeton Review), Oldman, M. & Hamadeh, S., Princeton Review Publishing, 1998.

The Back-Door-Guide to Short-Term Job Adventures, Landes, Michael, Ten Speed Press, 2000.

The Big Green Internship Book: Internships and Summer Jobs for the Environment, Career Education Institute, Winston-Salem, NC, 2001.

The Broadcasting Internship Guide for College Students, RA Publishing, Arvada, CO, 2001.

The College Placement Guide, RA Publishing, Arvada, CO, 2000.

The Complete Guide to Seasonal State Park Employment, Career Education Institute, Winston-Salem, NC, 2000.

The Complete Guide to Washington Internships, Parness, J., Bob Adams, Inc., 1990.

The Congressional Internship Book, Career Education Institute, Winston-Salem, NC, 2002.

Connections 2000: A Directory of Volunteer Opportunities, St. Vincent Pallotti Center for Apostolic Development, Inc., 2000.

Conservation Directory, Gordon, R.E., National Wildlife Federation, Vienna, VA, 1998.

Directory of International Internships, Gliozzo, C.A. & Tyson, V.K., Career Services and Placement, Michigan State University, 1998.

Directory of Jobs & Careers Abroad, Packer, J., Peterson's Guides, Princeton, NJ, 1998.

A Directory of Nonprofit Organizations of Color in Minnesota, Center for Urban and Regional Affairs, 2001.

Directory of Undergraduate Internships, National Society for Internships and Experiential Education, Washington DC, 1980.

Directory of Undergraduate Internships in the Humanities, The Washington Center, The Modern Language Association of America, NY, NY, 1984.

Directory of Volunteer Opportunities, Catholic Network of Volunteer Service, 2003.

Great Careers: The 4th of July Guide to Careers, Internships, and Volunteer Opportunities in the Nonprofit Sector, Smith, D., Middle Atlantic Placement Association, Garrett Park, MD, 1990.

The History Internship Book, Career Education Institutes, Winston-Salem, NC, 2001.

The Human Rights Internship Book, Career Education Institutes, Winston-Salem, NC, 2001.

The Imaginative Soul's Guide to Foreign Internships, Hitchcock, L., Ivy House, Greenville, NY, 1992.

International Directory of Volunteer Work, Pybus, V., Peterson's guides, Princeton, NJ, 1997.

International Workcamp Directory, Volunteers for Peace, Belmont, VT, 1999.

Internships in Foreign and Defense Policy, Women in International Security, Seven Locks Press, Washington DC, 1990.

The Internship Bible (The Princeton Review), Oldman, M. & Hamadeh, S., Random House, Inc., New York, NY, 1998.

Internships Volume 1: Advertising Marketing, Public Relations, and Sales, Fry, R., The Career Press, Inc., Hawthorne, NJ, 1990.

Internships Volume 2: Newspaper, Magazine, and Book Publishing, Fry, R., The Career Press, Inc., Hawthorne, NJ, 1990.

Internships Volume 3: Accounting, Banking, Brokerage, Finance, and Insurance, Fry, R., The Career Press, Inc., Hawthorne, NJ, 1998.

Internships Volume 4: The Travel and Hospitality Industries, Fry, R., The Career Press, Inc., Hawthorne, NJ, 1990.

The Journalism Internship Guide for College Students, RA Publishing, Arvada, CO, 2001.

The Leadership Institute's Broadcast Journalism Internship Directory, Putnam, C., The Leadership Institute, Arlington, VA, 1998.

The Media Internship Guide, Career Education Institutes, Winston-Salem, NC, 2000.

Minnesota Nonprofit Directory, Minnesota Council of Nonprofits, 2000.

The Most Interesting Work . . . In the World, Department of State Publications, 1997.

National Directory of Arts Internships, Christensen, W. & Clawges, R., National Network for Artist Placement, Los Angeles, CA, 2002.

The National Directory of Internships, Martin, G.D. & Baker, B.E., National Society for Experiential Education, Raleigh, NC, 1998.

- NBA Professional Sports Internships 1995, 4D Publications, Inc., Washington DC, 1995.
- Opportunities for Women, Olson, Elizabeth A., J.G. Ferguson Publishing Company, Chicago, IL, 1997.
- Overseas Summer Jobs, Woodworth, D., Peterson's Guides, Princeton, NJ, 1999.
- Peterson's Internships, Peterson's Guides, Thomson Learning, Princeton, NJ, 2003.
- The Resort Internship and Seasonal Employment Guide, Career Education Institutes, Winston-Salem, NC, 2001.
- Resource Assistant Program, Volunteer Positions, Student Conservation Association, Inc., 1993.
- Smithsonian Opportunities for Research and Study in History, Art, and Science, Smithsonian Institute, Washington, D.C., 1991.
- The Student Guide to Mass Media Internships, Claxton, R.H., Intern Research Group, University of Colorado, Boulder, CO, 1998.
- The Sports Internship Book, Career Education Institutes, Winston-Salem, NC, 2001.
- The Student's Guide to Denver Area Internships & Part-time Employment, National Internships, 1993.
- The Student's Guide to Legal Internships and Part-time Employment, National Internships, 1996.
- The Student's Guide to Philadelphia Internships & Part-time Employment, National Internships, 1993.
- The Student's Guide to Seattle Area Internships & Part-time Employment, National Internships, 1995.
- Summer Jobs Britain, Woodworth, D., Peterson's Guides, Princeton, NJ, 1999.
- Summer Jobs for Students, Peterson's Guides, Princeton, NJ, 1999.
- Summer Opportunities for Kids and Teenagers, Peterson's Guides, 1995.
- United Way's First Call for Help (Directory for Human Services), The United Way of Minneapolis, 1991.
- University of Minnesota, Morris, Political Science Discipline Internship Handbook, 2000.
- Washington D.C. Internships in Law and Policy, Career Education Institutes, Winston-Salem, NC, 2000.
- Work Your Way Around the World, Griffith, S., Peterson's Guides, Princeton, NJ, 1997.
- Yale Daily News Guide to Internships, Kaplan, 2000.