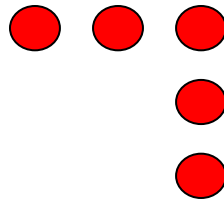
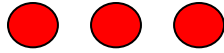


Academic & Rebel Internships

# Employers' Guide to Building a Quality Internship Program



# Employers' Guide



## *Building a Quality Internship Program*

*This manual has been designed  
to provide you  
with all the necessary information  
to implement  
a quality internship program  
and to connect with UNLV  
through the Rebel Internship Program  
and Academic Internships.*

*Additional copies of this manual  
are available online at:  
<http://hire.unlv.edu>*

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## Introduction

Many organizations have the dream to hire experienced employees who require very little, if any, training. In today's world of We ask ourselves, how can organizations meet the needs of today, and prepare the workforce of the future? One solution is to develop a quality internship program. But, what is a "quality" internship program? Quality begins with understanding what internships are in the first place.

### Experiential Education & Internships

Experiential Education is the umbrella term used to describe any form of education that emphasizes the personal experience of the learner rather than learning from lectures, books, and other second-hand sources. Experiential education can include opportunities such as practicum, student teaching, assistantship, clinical experience, service learning, cooperative, field work, parallel experience and internship. Academic departments, industry, and/or accrediting bodies can dictate the type of experience most appropriate for a particular major.

The University of Nevada, Las Vegas supports a variety of these experiences through academic departments; however, UNLV Career Services manages non-credit internship opportunities and assists in the coordination of credit-bearing internship opportunities.

Internships are the most common and general form of experiential education. Unlike many clinical, student teaching and cooperative programs, internships are not governed by an accrediting body. The National Society for Experiential Education (NSEE) has taken steps to provide standards of practice to employers and colleges through the development of the "Eight Principles of Good Practice for All Forms of Experiential Education," which will be discussed in following sections. Additionally, NSEE is working with the Council for the Advancement of Standards in Higher Education (CAS) to create professional standards and self-assessment guides for the area of Internships. These standards are scheduled for release in fall of 2006.

### Defining Internships

An internship is a carefully monitored work or service experience in which a student has intentional learning goals and reflects actively on what she or he is learning throughout the experience. An internship should look and feel decidedly different than other part-time, full-time or temporary positions in your organization in that there is a distinct connection to the student's academic program and learning experience.

### Characteristics of an Internship

- Duration from one month to two years, but a typically from three to six months over the course of an academic semester.
- Generally a one-time experience.
- May be part-time or full-time, but usually a minimum of 10 hours per week.
- May be paid or unpaid.
- Can be part of an academic major and involve earning academic credit, or the experience can be offered as non-credit through another office such as Career Services.
- An intentional "learning agenda" is structured into the experience so as to distinguish the internship from a short-term job or volunteer work.
- Involves learning activities like observation, creation of learning objectives, reflection, evaluation, and assessment.
- A balance is achieved between the intern's learning goals and the specific work an organization needs accomplished.
- Promotes academic, career and/or personal development.

#### What an Internship is Not

- Free administrative labor.
- An inexpensive solution to a full-time position opening.
- A gopher, administrative assistant, data entry clerk, or any other menial work unrelated to a collegiate, academic program.
- An immediate solution to short-term workload chaos or peak period overloads.

## Why Hire an Intern?

### Internship Programs:

- Build a pipeline for the recruitment of new graduates.
- Provide project help.
- Increase the diversity in the employer's organization.
- Enable the organization to send "ambassadors" back to campus.
- Enable employers to bring in new employees who perform at higher levels more quickly.
- Bring a fresh perspective to the workplace.
- Offer the employer the opportunity to contribute to higher education and reap the benefits of the knowledge the intern brings to the organization.

### Eight Principles of Good Practice in Program Design

When no universal standards exist for experiential education, finding a quality internship program can be quite challenging for students, employers and universities alike. Unlike academic areas requiring licensure such as teaching, architecture and engineering, general internships have never been governed by shared expectations.

In 1997, the National Society of Experiential Education (NSEE) began a process to ultimately define objective standards of performance for experiential learning activities. The result was the creation of "The Eight Principles of Good Practice for All Experiential Learning Activities." The University of Nevada Las Vegas has adopted these principles as the foundation for quality internship experiences rooted in learning and student-centeredness.

### Eight Principles of Good Practice

Intention

Preparedness & Planning

Authenticity

Reflection

Orientation & Training

Monitoring & Continuous Improvement

Assessment & Evaluation

Acknowledgement

So, where do you begin? The following section provides you with a step-by-step process for creating a quality internship program that explains and incorporates these principles.

## Step #1 – Getting Started

### Define Your Needs

The first step to building a quality internship program is to define your organization's needs. Intention as a principle of good practice states that all parties must be clear from the outset why an internship 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 purposefulness that enables experience to become knowledge and, as such, is deeper than the goals, objectives, and activities that define the experience. When the intention of the experience is clear, it becomes easier to define specific objectives and activities for the internship. Think of intention as the foundation of the experience.

#### Questions to ask yourself and your organization as you define your needs

1. How does our mission support experiential learning?
2. How is your organization committed to training future leaders?
3. Why are we pursuing this recruitment method as apposed to another approach?
4. How will this position differ from other positions within the organization?
5. What specific learning or knowledge do I intend to demonstrate, teach, apply, or have result from this experience?

#### How does my organization demonstrate commitment to the internship program?

- Establishes buy-in at all levels for the internship program to make sure everyone involved in the program supports its purpose and structure.
- Creates an effective program design that addresses the intern-to-full-time conversion process.
- Develops long-term relationships with university faculty and staff the ensure internship job descriptions match classroom teaching.
- Ensures funding to support the internship program, including marketing, recruitment and compensation.



**Now it's Your Turn!**

**Conduct the Organizational Audit on the following page to check your "readiness" to host an intern.**

## Organizational Audit – Preparing to Host an Intern

- Does our organization have the time to support an intern?
- What human resources do we have to support an intern?
- Who will train and supervise the interns? Who will be their mentor?
- What physical resources do we have to support an intern? Relative to the activities we expect the intern to perform, do we have:
  - A safe, adequate work space
  - Access to computers
  - Internet access
  - Telephone and fax
  - Other communication resources
  - Adequate reference materials
  - Access to people who would be colleagues, resources, or internal clients
  - Parking
  - Housing and/or assistance in locating housing, if applicable
- What financial resources do we have to support an intern? Has the intern been included in the budget?
  - Hourly compensation
  - Monthly or semester stipend
  - Scholarship
  - Tuition payment
  - Commitment to assisting student in attaining academic credit
  - Benefits
  - Payment for incidentals expended for the purpose of business such as cellular phone, mileage, per diem, overnight travel.
  - Professional development funds for conference attendance, association meetings, and job-related training such as computer and language courses.
- What could an intern do for us? What should be our goals if we bring an intern on board?
  - Are there special technical skills – computer, for example – we need in an intern?
  - Would an intern's inexperience actually be an asset for our organization, providing a fresh perspective on our products or services? Or would a naïve intern actually be dangerous to self and to others in certain positions?
  - Do we want to use the internship to identify, test, and recruit the intern as a potential new employee? Or do we simply hope to develop in the intern a sense of good will toward our organization that will make the intern a potential client or customer and ambassador for us after the internship?



## Top Ten Concerns of Interns

*(Extracted from the University of Kansas handbook, "Starting and Maintaining a Quality Internship Program")*

### 1. Give us real work!

It can't be said too many times that interns want to work and learn. An internship can help you get a job done that you couldn't otherwise, right? If you've brought on an intern as a recruitment tool, then how will you be able to assess their abilities? It just makes sense to utilize your interns well.

### 2. Do what you say, and say what you do!

Be honest with your interns about what they can expect during their internship. If the job will require stuffing some envelopes, then make that clear. But if you tell the intern they will be researching a project, and they spend 90% of their time doing "grunt work," then bad feelings will develop. Honesty doesn't cost you anything, and it will make the interns feel that much more respected.

### 3. We like feedback!

Remember that interns are students, and they may not have the business skills and experiences that you take for granted. If your intern makes an oversight, just pull him or her aside and explain how the situation should be handled in the future.

### 4. We want to be included too!

Is there a staff meeting that they can attend? Can they quietly tag along to that next project meeting? Headed to lunch with a couple of people in the office? Please include them in the daily life of your workplace. After all, if you provide a little more perspective on the intern's work, the product will be much better.

### 5. Please explain.

When you assign work, make sure you give a detailed explanation. While the work may seem trivial and obvious to you, it may not be obvious to someone who's never done it before. Patience and a few extra minutes at the beginning will pay off later when your intern can produce good work independently.

### 6. I want a mentor!

Make sure that interns have a mentor or supervisor to provide guidance. Make it someone who truly likes to teach, and the experience will be even better.

### 7. A minute of your time please.

The best mentor in the world is useless if he or she can't or won't spend the necessary time mentoring. As newcomers, interns may not speak up if they're feeling ignored, so the burden of making sure they're okay is on the mentor. If the busiest person in the office wants to be the designated mentor, he or she should schedule regular times to meet with the intern.

### 8. Be prepared!

That wonderful day has arrived and the intern goes to start their internship only to learn that no one knew they were coming, and there is no place for them to work.

### 9. Um...I need a chair.

It is amazing how many employers hire an intern and don't think about the fact that they will need a desk, chair, phone and a computer in order to do the task assigned. It is no fun, and not efficient to move an intern from desk to desk as people are out one day to the next. If you want to get a job done, you need to supply the intern with the tools to do the job.

### 10. Show me the money (as best you can).

While each internship is different, and each industry has its own personality, remember that interns have expenses. Your organization may not be in a position to pay much, but anything can help. Maybe you can help pay for their parking, take them to lunch every so often, or develop some other creative way to assist them.



## Compensation

The most common question among employers is “do we have to pay interns?” The answer is yes and no. According to the U.S. Fair Labor Standards Act (FLSA), which applies to all companies with at least two employees directly engaged in interstate commerce and annual sales of at least \$500,000, severely restricts an employer’s ability to use unpaid interns or trainees. It does not limit an employer’s ability to hire paid interns. The U.S. Department of Labor has outlined six criteria for determining trainee status:

- 1) Interns cannot displace regular employees (i.e., Susan goes on maternity leave, and we need someone to cover her work for three months).
- 2) Interns are not guaranteed a job at the end of the internship (though you may decide to hire them at the conclusion of the experience – in fact the current conversion rate is about 70%)
- 3) Interns are not entitled to wages during the internship (directly or indirectly implied).
- 4) Interns must receive training from your organization, even if it somewhat impedes the work.
- 5) Interns must get hands-on experience with equipment and processes used in your industry.
- 6) Interns’ training must primarily benefit them, not the organization.

Another common assumption about internships is that they are either for pay or for credit and not both. The truth is that many credit internships are in fact paid as well, although some academic departments restrict students from being monetarily compensated for a credit internship.

As a general rule of thumb, unless your organization is a non-profit 501(3)(c) or government organization, you are required to pay the intern unless he or she is earning college credit. However, Career Services strongly encourages you to pay the intern even if credit is being earned. Please see the section on Academic Internships for more information on credit-bearing experiences.

## Compensation Options

There are several ways in which an intern can be compensated for their work. The most common method is to offer an hourly wage. Just as with regular part-time and full-time employees, many considerations factor into an hourly wage. However, the National Association of Colleges and Employers utilizes the following matrix.

<u>Level in School*</u>	<u>Pay Rate</u>
Freshman	60% of new graduate rate
Sophomore	67% of new graduate rate
Junior	75% of new graduate rate
Senior	80% of new graduate rate
Graduate Student	75% of new graduate rate (advanced positions)
Graduate Student (top M.B.A. school)	80-90% of new graduate rate (advanced positions)

*\*Based on UNLV’s student profile, you may want to consider the student’s anticipated graduation date rather than the level in school.*



**Now it’s Your Turn!**  
Use the Compensation Model on the following page  
to determine your starting intern wage.

### Sample Calculations

David is a Senior majoring in Communication Studies. He is anticipating graduating in 1-1/2 years. He has been offered a summer internship at Ogilvy and Mather advertising agency within the Account Service department.

Starting salary for an Account Coordinator at a full-service advertising agency is \$30,000/year.

$\$30,000 \times .75$  (using Junior level since David is more than 1 year from graduation) = \$22,500.

To get to the hourly wage or monthly stipend use the following calculations:

$\$22,500/12$  months = **\$1,875 (monthly rate)**

$\$22,500/52$  weeks = \$432.69

$\$432.69/40$  hours = **\$10.81 per hour**

### Your Turn!

Intern Title/Department \_\_\_\_\_

Level of Intern \_\_\_\_\_

Starting salary an entry-level position in similar function \_\_\_\_\_.

\$ \_\_\_\_\_ (entry-level salary)  $\times$  \_\_\_\_\_ (% based on academic level)

= \$ \_\_\_\_\_ (intern annual salary).

To get to the hourly wage or monthly stipend use the following calculations:

$\$ \text{_____} / 12$  months = \$ \_\_\_\_\_ **(monthly rate)**

$\$ \text{_____} / 52$  weeks = \$ \_\_\_\_\_ (weekly rate)

$\$ \text{_____} / 40$  hours = \$ \_\_\_\_\_ **per hour\***

**\*The above example should be used to determine starting wage. Please note that internships in technical fields typically provide higher wages than non-technical.**

### Other Compensation Options

In addition to hourly and monthly salaries, the following options can be pursued.

- Tuition stipend (applied directly to the student's university account)
- Regular stipend (lump sum given at the conclusion of the internship or split into multiple payments)
- Scholarship

### Benefits

According to the National Association of Colleges and Employers, comprehensive benefits are not generally provided to interns. Some limited benefits and incentives that companies do offer to interns are the following:

- Housing and relocation assistance
- Paid holidays
- Discount programs and use of company facilities (fitness center, sports and entertainment tickets owned by the company)
- Participation in company outings such as picnics
- Paid vacation days
- Time worked as intern accrues towards benefits if hired after graduation
- Reimbursement for cellular phone or travel associated with business

## Create a Job Description

No one likes to do menial work like filing and faxing and neither do interns. Although those tasks are a necessary component to anyone's position, an intern should spend no more than 20% of his or her time on such tasks – since the emphasis is on learning. The intern job description should represent a near mirror image of an entry-level position in your organization. The mirror image could be thought of as a younger image of yourself.

Authenticity, another principle of good practice, states that the experience must have 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.

As you create the internship description, keep in mind the following:

- Provide substantial background on your organization and the department or area to be served.
- Take the time to review the university's list of majors and core courses within the majors to discover what type of student would be most appropriate for the position.
- Clearly define the goals and objectives of the internship and the path to reach the goal.
- Develop work assignments that are progressively challenging and complement the student's academic program.
- Provide variety in the tasks.
- Separate qualifications that are critical from those that are preferred.
- Anticipate common questions.

### Sample Tasks

- Write handbooks or manuals
- Design marketing and promotional materials
- Create lesson plans
- Assist with grant-writing
- Perform software/hardware modifications
- Conduct studies and surveys
- Create charts and graphs
- Compile competitive analysis
- Prepare reports
- Assist with client presentations
- Youth camp counselor
- Theatre set design
- Field sampling
- Logistics management



**Now it's Your Turn!**

**Create a Job Description by completing the worksheet on the following page.**

Name of Organization \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Web/URL \_\_\_\_\_

Contact(s): \_\_\_\_\_

Telephone/Email: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. When does my organization want to host interns?

Fall (Aug-Dec)

Spring (Jan-May)

On-going

Winter (Dec-Jan)

Summer (June-Aug)

2. What are the major products/services/departments that need support by interns?

3. What majors/disciplines would be most appropriate? Are those majors offered at the college(s) that I am recruiting from?

4. What kinds of projects/roles/responsibilities might each major/discipline have in your organization?

5. What are some of the important skills, attitudes, and information an intern should expect to learn in your organization?

6. What kinds of courses, skills, and experiences would be most helpful for an intern to have prior to working with your organization?

7. How will learning take place in the internship such as through orientation, professional development, mentoring?

8. What is the application process, timeline?

9. Compensation:

## Putting It All Together:

### Sample Job Description: Government/Non-profit

#### Animal Care and Training Internship

##### US Navy Marine Mammal Program

The US Navy Marine Mammal Program (NMMP) began in 1959 with a single Navy scientist and one dolphin. Since that time, the program has expanded its study with the development of the Fleet Marine Mammal Systems utilizing dolphins, beluga whales, and sea lions. In addition, the NMMP is doing a variety of research projects investigating the hearing abilities in a number of species of marine mammals. Research studying dolphin's biosonar, and their physiological environmental adaptations are also being conducted. We are currently offering positions to be a part of the marine mammal program through internship opportunities.

##### Qualifications

The internship is offered on a competitive basis to college students in the Marine Science, Biology, Zoology, Psychology, and Veterinary fields. Though the internship is designed for undergraduate students, recent graduates are also eligible to apply. All interns must arrange to receive college credit to be considered for the internship. The internship is a 40 hours per week, 16-week commitment.

This internship is designed to give undergraduate students a dynamic educational experience in the marine mammal field while offering valuable career experience. Students will be responsible for a number of support tasks with dolphins and sea lions throughout the course of the internship. These responsibilities will include diet preparation, sanitation, and equipment and facility maintenance. Interns may also have the opportunity to assist the marine mammal training staff in husbandry and open ocean training. In addition, they will provide support to the animal care staff in animal physicals, and assist in a number of different marine mammal research projects. Lectures and field trips will also be conducted throughout the term to enhance the learning experience.

<b>Locations :</b>	San Diego, CA, United States
<b>Percentage travel :</b>	No Travel
<b>Position starts :</b>	Not Spec.
<b>Hours :</b>	40/week
<b>Openings available :</b>	12
<b>Salary range :</b>	unpaid
<b>Duration :</b>	16 weeks
<b>Work Types :</b>	Full Time, Temporary, Internship, Fall, Spring, Unpaid, Summer

##### Application Procedure

Interested students are encouraged to send the following application materials: § Resume § Letter of intent including career goals and reasons for wanting to do the internship § An unofficial or official copy of their transcripts § Proof of medical insurance § Proof of US citizenship § A minimum of three letters of recommendation from professors or employers The application submission deadlines are as follows: § October 15th for the spring semester § March 1st for the summer semester § June 13th for the fall semester If you would like to learn more about the NMMP, I encourage you to visit our website at [www.spawar.navy.mil/sandiego/technology/mammals/](http://www.spawar.navy.mil/sandiego/technology/mammals/). Please forward all application materials to the address listed below or fax it to (619) 123-4567. If you have any further questions, please feel free to contact Susie Smith at (619) 123-4567, or email at [putman@spawar.navy.mil](mailto:putman@spawar.navy.mil). Dr. Mark Xitco Attn: Coordinator of Volunteer Opportunities Space and Naval Warfare System Center, Code D123 1234 B Street San Diego, CA 92152

### Sample Job Description: For Profit Organization

#### Advertising Account Service Internship

##### Valentine McCormick Ligibel (VML)

VML is one of the world's leading marketing technology companies, and is based in Kansas City, Missouri. More than 400 employees work in VML's offices in Kansas City, New York, Seattle, Chicago, Atlanta, Los Angeles, London, and Bogotá, Columbia. Founded in 1992, VML is a problem-solving organization that specializes in digital marketing — the intersection of marketing and technology. VML's unique credentials include everything from brand development, offline advertising and direct marketing to the most complex web enablement and digital marketing solutions. This year, HR Magazine recognized VML as one of the "Top 25 Best Companies to Work for in America."

VML's client list includes some of the world's most recognizable and powerful brands like AMC Theatres, Accenture, Burger King, BP/Castrol, Colgate-Palmolive, Hill's Pet Nutrition, Intuit, Microsoft, Simon Property Group, Sprint, Weight Watchers and YRC Worldwide. VML is a Young & Rubicam Brands agency and a member of the WPP Group (NASDAQ: WPPGY).

As an Account Service intern, you will gain experience

#### **Qualifications**

If you are a self-starter with strong written and verbal communications skills, solid interpersonal skills, a "can-do" attitude and enjoy working in a fun, fast-paced environment, we want to hear from you. Knowledge of computer programs such as Microsoft Word, Excel, PowerPoint and Quark Xpress is preferred.

**Locations :** Chicago, IL, United States  
**Percentage travel :** No Travel  
**Position starts :** 06/01/06  
**Hours :** 40/week  
**Openings available :** 11  
**Salary range :** \$11/hour  
**Duration :** 8-10 weeks  
**Work Types :** Full Time, Temporary, Internship, Summer

#### **Application Procedure**

To apply, please send your resume and cover letter to:

Jane Doe, Internship Coordinator  
VML  
250 Richards Road  
Kansas City, MO 64116

You can also submit your resume via fax at 816-123-4567 or via email to [jdoe@vml.com](mailto:jdoe@vml.com). For more information, call 816-123-9876.

Resumes and cover letters must be received by the applicable deadline for each session as shown below; finalists will be interviewed as resumes are received.

Fall semester (September - December): July 1  
Summer (May - August): February 1  
Spring semester (January - April): November 1

## Step #2 – Find Your Intern

### Create a Timeline/Understand the University Calendar

Finding the right intern can be an arduous task if you don't understand how the University calendar works. College calendars can vary from quarterly semesters to trimesters and semesters. The University of Nevada system follows a semester schedule with three sessions during the summer.



One of the most important reasons to make yourself aware of the University calendar is because intern's who are earning college credit must be enrolled in credit while participating in the internship. No retroactive credit is offered for past experience.

The University calendar should also help you to plan your recruitment timeline. Your internship recruitment calendar should look similar to your general college recruiting calendar. You will have the best luck finding candidates when classes are in session and not during finals week. Below is a sample recruiting & academic calendar for 2008-09. These dates are approximate. Also note that recruitment for interns for specific semesters often overlaps with recruitment for the following semester.

AUGUST	SEPTEMBER	OCTOBER
8/24/09 – First day of classes/Begin fall internships	9/14/09- On-Campus Recruiting Begins 9/7/09 – Labor Day recess	10/1/09 – Post spring and summer internship positions to UNLV CareerLink & secure On-campus Recruiting dates 10/7/09 – Attend Career Fall Marketplace to collect resumes for spring and summer interns 10/30/09 – Nevada Day recess
NOVEMBER	DECEMBER	JANUARY
11/1/09–11/25/09 – Conduct On-campus interviews for spring interns. 11/11/09 – Veteran's Day recess 11/26/09 - 11/27/09 – Thanksgiving recess	12/1/09 – Make offers for spring internships 12/5/09 – Study Week/End fall internships 12/7/09 – 12/12/09 – Final exams	1/11/10 – First day of classes/Begin spring internships
FEBRUARY	MARCH	APRIL
2/1/10 – Post summer internship positions to UNLV CareerLink & secure On-campus Recruiting dates 2/24/10 – Attend Career Day 2010 to collect resumes for summer and fall interns	3/1/10 – Conduct On-campus interviews for summer interns.	4/1/10 – Conclude interviews for summer interns 4/1/10 – Post fall internship positions to UNLV CareerLink 3/29-4/03 Spring Break 4/20/10 – Make offers for summer internships
MAY	JUNE	JULY
4/26/10-5/1/10 – Study Week/End spring internships 5/3/10 – 5/8/10 Final exams 5/10/10 Summer Session 1 begins	6/1/10 Post fall internship positions on UNLV CareerLink 5/31/10 Summer Session 2 begins	7/5/10 Summer 3 Begins 7/10/10-7/20/10 Conduct interviews for fall interns 7/30/10 Make offers for fall internships.



Know Your Target!!

There are two mistakes that many employers make when it comes to recruiting interns. First, employers tend to create internships that are so general and menial that any student regardless of major could fulfill. However, when an organization properly defines its needs, it is in a better position to distinguish between administrative work and work that requires someone with a specific background or knowledge. So, when recruiting be as specific as possible with regards to qualifications and skills. Try to limit the position only to candidate from a handful of majors. For example, there is a great difference in knowledge, skills and personality between a student from the Business College and a student from the Engineering College.

Second, employers who have narrowed their position to specific majors have failed to consult the university's list of majors and minors. Often employers have become frustrated when full-time and internship positions go unfilled, but only later realized that what they were looking for wasn't available at the university or college where the employer was recruiting.

### **Market Your Internship**

You've written the job the description and filed the paperwork. Your position is listed on UNLV CareerLink. But, where are the candidates? Finding quality intern candidates is often easier said than done. Here are some useful tips for a successful search at UNLV.

1. Start early! Career Services and Faculty often receive calls from employers who are looking to fill an "internship" opening immediately. Not only is this an indicator that there hasn't been significant thought and planning given to the internship, it also doesn't allow students adequate time to become aware of the opening, gather application materials and prepare for the interview. We recommend that you recruit late in the semester prior to when you would need the intern to start. For example, begin recruiting in October/November for interns to start in January.
2. Become knowledgeable about what resources exist on campus. Contact UNLV Career Services for assistance in identifying student organizations, offices, student newspaper, academic programs, academic calendar, and major events.
3. Invest the time to be visible on campus. Students, faculty, and staff can be hesitant to work with an employer who has never attempted to build a relationship in the past with UNLV. Become active with student organizations, conduct informational presentations, connect with faculty and classrooms, attend Career Fairs or become involved in other employer events with Career Services.
4. Let Career Services and Faculty know about your position. Offer site tours of your organization to students, staff and faculty. Make sure students, staff and faculty understand the nature of your business.
5. Advertise in the *Rebel Yell* student newspaper.
6. Seek employee referrals. There is a good possibility that you have a UNLV alum working in your organization.
7. Position former interns as campus ambassadors. Hire former interns to post fliers on campus bulletin boards. This helps keep the intern connected to your organization while providing a little extra cash for a few hours of work.
8. Build your internship successfully from the beginning. The best marketing you can achieve is from the satisfaction and success of prior interns.
9. **Never rely on the job posting alone to market your internship.**

### **Marketing on UNLV's campus**

UNLV offers a variety of ways for students to get involved on campus and develop both their leadership and professional skills. One of these ways is through student organizations.

There are two types of student organizations, social and professional. Professional organizations, such as PRSSA, are often linked to the academic department or national organizations.

For a complete list of student organizations simply follow these steps:

Go to: [www.unlvcsun.com](http://www.unlvcsun.com)  
Click on the tab labeled **Clubs**  
Click on the link **Academic/ Pre-professional**

Campus Newspaper

Rebel Yell                      [www.unlvrebelyell.com](http://www.unlvrebelyell.com)

Campus Housing

(702) 895-3489      [housing@unlv.nevada.edu](mailto:housing@unlv.nevada.edu)

Student Union

(702) 895-3221

UNLV Alumni Association

(702) 895-3621      [alumni.relations@ccmail.nevada.edu](mailto:alumni.relations@ccmail.nevada.edu)

UNLV Foundation

(702) 895-3641      [foundation.unlv.edu](http://foundation.unlv.edu)

To schedule on-campus presentations and recruiting contact the Recruitment Manager at:

UNLV Career Services

(702) 895-3495

<http://hire.unlv.edu>

[cscsc@unlv.edu](mailto:cscsc@unlv.edu)

**Candidate Selection**

Selecting your intern should be conducted the same way you select your regular employees. UNLV requires all employers to conduct recruiting following Fair Labor and EEOC guidelines. The National Association of Colleges and Employers ([www.naceweb.org](http://www.naceweb.org)) published guidelines for employers as well.

Some questions to think about during your selection include:

1. Is the student academically prepared with the skills and knowledge that I seek?
2. Is the student vested in the experience?
3. Does the student demonstrate a willingness to learn and grow from the experience?
4. Is the student compatible with the organization and the position?
5. What other work experience does the student have?
6. Is the student aware of how to earn credit for the experience?

## Step #3 – Welcome The Intern

### Preparation & Planning

There are many actions that you can take prior to the arrival of interns that will help ensure a great experience. The first step in preparing for your interns' arrival is to provide communication. Interns, especially if this is their first experience, are very nervous about beginning work. Use the following tips to create a smooth arrival and transition:

- Send the intern any background information or paperwork that can help the student begin to familiarize him/herself with your organization and the projects that he or she will be working on.
- Send the student directions and a parking pass, if necessary. Don't forget to tell the student about any construction or nuances of getting to work.
- Let the student know what time to arrive and where to find his or her supervisor upon arrival.
- Discuss the dress code.
- Give the student an agenda for the first day and what to expect for the first week.
- If there are more than one intern, share with the students who is coming from what schools and what area they will each be working in.

No coach would take their team into a match without a game plan and overseeing an internship program is no different. The first step in preparing to host an intern is to map out your weekly game plan. Create a weekly calendar of major themes or topics that you would like to cover with the intern. Be sure to include who is responsible for covering the topic with the intern. Finally provide a checklist for the intern to make sure each item was covered and that the intern has mastered the topic before moving on.



**Now it's Your Turn!**

**Create an Internship Program Calendar by completing the worksheet on the following page.**

**Fill in the Worksheet with Your Own Activities and Topics**

	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Week 1</b>	<ul style="list-style-type: none"> <li>■ Introductions</li> <li>■ Office Tour</li> <li>■ Orientation</li> </ul>	<ul style="list-style-type: none"> <li>■ Orientation</li> </ul>	<ul style="list-style-type: none"> <li>■ Orientation</li> </ul>	<ul style="list-style-type: none"> <li>■ Intern Group Activity</li> </ul>	<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 2</b>	<ul style="list-style-type: none"> <li>■ Discuss Major Projects</li> </ul>		<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 3</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 4</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 5</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 6</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> <li>■ Midpoint Evaluation</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 7</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 8</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 9</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 10</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 11</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> </ul>		<ul style="list-style-type: none"> <li>■ Weekly Reflection</li> </ul>
<b>Week 12</b>			<ul style="list-style-type: none"> <li>■ 1:1 with Supervisor</li> <li>■ Exit Interview</li> <li>■ Final Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>■ Final Presentation</li> </ul>	<ul style="list-style-type: none"> <li>■ Celebration</li> </ul>

## Orientation & Training

To build a truly quality experience for a student intern, it is vital that orientation and training occur throughout the experience. During the first weeks of employment, the creation of a baseline, or foundation of information and knowledge should be established. Helping the student understand how he or she fits into the big picture from the getgo will help the student make the connection down the line as he or she proceeds through projects.

Once that baseline of knowledge is addressed, ongoing structured development opportunities should also be included to expand the learner's application of the context and skills requirements of her/his work.

Some examples and tips for on-going orientation and training include:

- Setting weekly one-on-one meetings with the intern supervisor
- Creation of and periodic monitoring of learning objectives
- Discovering new projects that offer increased challenge and involvement for the intern
- Introducing the intern to staff in other departments, including an orientation of other departments
- Take tours of various departments and production areas of the organization
- Attend trade fairs or conferences with the intern
- Establish brown bag lunch sessions for interns
- Include the intern in regular staff training and development sessions

The initial orientation that you provide for your interns should look very similar to the regular new staff orientation. Remember not to take any information for granted or assume an understanding by the intern. Use the checklist on the following page to make sure you are covering adequate information.



**Now it's Your Turn!**

**Help the Student Develop Learning Objectives by completing the worksheet on the following page with him or her.**

# Orientation Checklist

- Explain the mission of the organization**
  - How did the organization start? Why?
  - What is unique about your product or service?
  - Who benefits from your product or service?
  - What are the organization's current objectives? How may the intern contribute to those objectives?
- Explain the organization structure**
  - Who reports to whom? Who, specifically, is the intern's supervisor?
  - What is the intern's department responsible for?
  - How are decisions made?
  - Which personnel can answer different kinds of questions?
- Outline organizational rules, policies, decorum and expectations**
  - Is there special industry jargon?
  - What are the specific work standards and procedures?
  - What access to the supervisor (days, times, and duration) does the intern have?
  - How do the mail and telephone systems work?
  - What are the approved forms of correspondence?
  - By what safety regulations must they abide?
  - Is there a procedure for signing off completed work?
  - What periodic forms or reports need to be completed?
  - Are there security or confidentiality issues the intern should be aware of?
  - What is acceptable with regard to dress and appearance?
  - How should they maintain the premises and their work area?
- Define the intern's responsibilities**
  - What is the intern's role?
  - What projects will be assigned to him or her?
  - What resources are available to the intern?
  - What training is necessary?
  - How does the organization want the intern to deal with clients or vendors?
  - What tasks can be completed without supervisory approval?
  - Do other employees understand the intern's role?
- Monitor the intern's adjustment and understanding of what is expected**
  - Make yourself visibly available to the intern.
  - Assign someone who can periodically "check-in" with the intern.
  - Provide feedback and constructive criticism.
  - Force the intern to ask questions.

## Goal Setting

For the full value of the experience to be accessible to both the learner and the learning facilitator, 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 application of the context and skills requirements of her/his work.



**Now it's Your Turn!**

**Help the Student Develop Learning Objectives by completing the worksheet on the following page with him or her.**

# Learning Objectives Worksheet



You might be wondering, what a learning objective is. A Learning objective is a brief, clear, & concise statement of what a person will be able to perform at the end of an instructional period. In this case, it will be at the end of your internship.

On your application you identified skills that you wish to take away from your intern experience. The purpose of this worksheet is to take those skills, transform them into goals, then from these goals create learning objectives.

The first portion of this worksheet is to form goals based on the skills you stated on the application. The second portion will be done in collaboration with your supervisor. Together you will create learning objectives based on the goals you have set.

## Goal Setting

This part of the worksheet is intended to help you clearly define what you wish to take away from the internship and make it a goal. This will help you and your employer understand what you need to make this a successful internship experience for you.

For example, if you wish to develop skills in professionalism. Then make it a statement such as this. 'I want to learn how to act appropriately in a professional setting and feel comfortable in these types of settings.'

Below, write your skill and then state that as a goal you want to achieve.

Skill \_\_\_\_\_  
Goal \_\_\_\_\_  
\_\_\_\_\_

Skill \_\_\_\_\_  
Goal \_\_\_\_\_  
\_\_\_\_\_

Skill \_\_\_\_\_  
Goal \_\_\_\_\_  
\_\_\_\_\_

Skill \_\_\_\_\_  
Goal \_\_\_\_\_  
\_\_\_\_\_

## Writing Learning Objectives

To write an affective learning objective it should focus on your internship, your goals, and be measurable. It should also explain expectations for behavior, performance, or understanding.

The actual structure of the objective is as follows. First, you select a verb for performing the task. Second, you select a condition in which the task must be performed, then select a standard to which the task must live up to. Here is an example.

- Acquire the knowledge and skills that I need to act appropriately in professional situations.

Here are a few measurable action words that might help when forming these objectives.

- Recognize
- Prioritize
- Analyze
- Create
- Discuss
- Construct
- Articulate
- Describe
- Apply
- Assess
- Evaluate
- Identify
- Develop
- Define
- List

Now, take some time with your supervisor and create four learning objectives using the goals you created and list them below:

**Learning Objective #1:**

---

---

**Learning Objective #2:**

---

---

**Learning Objective #3:**

---

---

**Learning Objective #4:**

---

---

## Step #4 – Manage the Intern

### Mentorship

Mentoring is not the same as supervising and is the area where many internships fall short. Because internships focus on learning, mentorship is critical to ensuring a great experience. One of the easiest ways to begin a great mentoring relationship is to help the student reflect on the experience.

Reflection is the element that transforms simple experience to a learning experience. For knowledge to be discovered and internalized, the student must test assumptions and hypotheses about the outcomes of decisions and actions taken. 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.

There are a variety of ways to assist the student in reflection. Reflection can include group discussions among interns, focus groups, 1-minute writing on a particular subject or the day, and on-going journaling. You can also strengthen the mentorship by offering feedback to the journals or through periodic informal meetings such as a standing monthly lunch.

### Evaluation

Creating learning objectives and internship timelines makes no sense if you haven't thought about what and how you will evaluate those objectives and timelines. Most employees receive an annual review, but with interns there is too much information and learning taking place to only consider evaluation at the end of the semester. We recommend you evaluate the intern at the midpoint and final week of the internship. The midpoint evaluation allows for both you and the intern to make adjustments to goals and objectives before moving into the remainder of the experience.

As you determine how and what you will evaluate, be sure to include the intern in the process. It is easy for both the employer and the student to make assumptions about the expectations and abilities of the other. So make it a joint effort. The intern will be much more likely to feel a sense of ownership and investment in the experience.



**Now it's Your Turn!**

**Use the following Sample Evaluations to help you and your intern determine how and what to evaluate.**

# Sample Midpoint/Final Evaluation of Student

## EVALUATION OF STUDENT INTERN

Student: \_\_\_\_\_ Organization: \_\_\_\_\_

- 1 Unsatisfactory (Never demonstrates this ability/does not meet expectations)
- 2 Uncomplimentary (Seldom demonstrates this ability/rarely meets expectations)
- 3 Fair (Sometimes demonstrates this ability/meets expectations)
- 4 Commendable (Usually demonstrates this ability/sometimes exceeds expectations)
- 5 Exceptional (Always demonstrates this ability/consistently exceeds expectations)

If any criteria are not applicable to this internship experience, please leave the response blank.

### A. Ability to Learn

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Asks pertinent and purposeful questions                         | 1 | 2 | 3 | 4 | 5 |
| 2. Seeks out and utilizes appropriate resources                    | 1 | 2 | 3 | 4 | 5 |
| 3. Accepts responsibility for mistakes and learns from experiences | 1 | 2 | 3 | 4 | 5 |

### B. Reading/Writing/Computation Skills

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Reads/comprehends/follows written materials               | 1 | 2 | 3 | 4 | 5 |
| 2. Communicates ideas and concepts clearly in writing        | 1 | 2 | 3 | 4 | 5 |
| 3. Works with mathematical procedures appropriate to the job | 1 | 2 | 3 | 4 | 5 |

### C. Listening & Oral Communication Skills

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Listens to others in an active and attentive manner    | 1 | 2 | 3 | 4 | 5 |
| 2. Effectively participates in meetings or group settings | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates effective verbal communication skills     | 1 | 2 | 3 | 4 | 5 |

### D. Creative Thinking & Problem Solving Skills

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. Breaks down complex tasks/problems into manageable pieces | 1 | 2 | 3 | 4 | 5 |
| 2. Brainstorms/develops options and ideas                    | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates an analytical capacity                       | 1 | 2 | 3 | 4 | 5 |

### E. Professional & Career Development Skills

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Exhibits self-motivated approach to work                 | 1 | 2 | 3 | 4 | 5 |
| 2. Demonstrates ability to set appropriate priorities/goals | 1 | 2 | 3 | 4 | 5 |
| 3. Exhibits professional behavior and attitude              | 1 | 2 | 3 | 4 | 5 |

### F. Interpersonal & Teamwork Skills

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Manages and resolves conflict in an effective manner | 1 | 2 | 3 | 4 | 5 |
| 2. Supports and contributes to a team atmosphere        | 1 | 2 | 3 | 4 | 5 |
| 3. Demonstrates assertive but appropriate behavior      | 1 | 2 | 3 | 4 | 5 |

### G. Organizational Effectiveness Skills

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Seeks to understand and support the organization's mission/goals | 1 | 2 | 3 | 4 | 5 |
| 2. Fits in with the norms and expectations of the organization      | 1 | 2 | 3 | 4 | 5 |
| 3. Works within appropriate authority and decision-making channels  | 1 | 2 | 3 | 4 | 5 |

### H. Basic Work Habits

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Reports to work as scheduled and on-time                   | 1 | 2 | 3 | 4 | 5 |
| 2. Exhibits a positive and constructive attitude              | 1 | 2 | 3 | 4 | 5 |
| 3. Dress and appearance are appropriate for this organization | 1 | 2 | 3 | 4 | 5 |

(Please see other side)

**I. Character Attributes**

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. Brings a sense of values and integrity to the job                | 1 | 2 | 3 | 4 | 5 |
| 2. Behaves in an ethical manner                                     | 1 | 2 | 3 | 4 | 5 |
| 3. Respects the diversity (religious/cultural/ethnic) of co-workers | 1 | 2 | 3 | 4 | 5 |

**J. Open Category: Industry-Specific Skills**

Are there any skills or competencies that you feel are important to the profession or career-field (represented by your organization) that have not been previously listed in this evaluation? If so, please list these skills below and assess the intern accordingly.

- |    |   |   |   |   |   |
|----|---|---|---|---|---|
| 1. | 1 | 2 | 3 | 4 | 5 |
| 2. | 1 | 2 | 3 | 4 | 5 |
| 3. | 1 | 2 | 3 | 4 | 5 |

**K. How well did the student fulfill her/his Internship Learning Contract?**

**L. In your estimation, is the student intern suited to pursue a career in this field?**

**M. Other Comments:**

**N. Overall Performance**

Unsatisfactory      Poor      Average      Good      Outstanding

This assessment was reviewed with the intern on (Month/Day/Year) \_\_\_\_\_.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Title/Position: \_\_\_\_\_ Telephone: \_\_\_\_\_

# Sample Student Evaluation of Employer

## Internship Evaluation by Student

Student \_\_\_\_\_ Date \_\_\_\_\_

Site \_\_\_\_\_ Supervisor \_\_\_\_\_

Please use a check mark( ✓ ) to indicate your responses.

SITE	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. The facility was adequate.						
2. This agency was clearly setup to have interns.						
3. The atmosphere at the agency was professional						
4. Would you consider accepting employment at this agency?						
5. Would you recommend this site to other interns?						



SUPERVISOR	Not Applicable 0	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1. Interns were encouraged to ask questions and/or give opinions.						
2. The supervisor's development and presentation of material were consistent with the goals of the internship.						
3. The supervisor's presentation of materials was of the highest quality level.						
4. The supervisor was accessible to you and concerned about your progress.						
5. The supervisor's overall capability was of the highest quality level.						
6. I would consider working for this supervisor.						

Your responses are important for the ongoing development of the internship program.  
Thank you!

## Step #5 – Concluding the Internship

### Assessment of the Program

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 the comprehensive data about the experiential process as a whole. This principle differs from principle six in that monitoring and continuous improvement relates to a specific intern and his or her experience, while principle seven relates to your organization's overall internship program.

Overall assessment of your internship program can be established using some of the following criteria:

- Number of student interns over a specific period of time
- Number of students converted to full-time
- Feedback on student evaluation of program
- Feedback from University Career Services office and/or faculty
- Cost-benefit analysis
- Conduct focus groups with students
- Conduct focus groups with supervisors
- Evaluation of projects completed
- Evaluation of learning objectives

### Exit Interviews and Saying Good-bye

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. Culminating documentation and celebration of learning and impact help provide closure and sustainability to the experience. Many organizations choose to have interns present final projects or portfolios of work to senior managers. Other organizations arrange for good-bye parties and get together. Be sure to discuss with your intern what the next steps are for him/her.

## Points of Consideration

### Documenting Your Internship Program

Assessing your overall program and referring to past interns is made easy by keeping accurate records and documenting the experiences. Here are some tips for successfully managing your program:

- Create a management binder to organize the following information:
  - Past job descriptions
  - Listing of places the job was posted and the dates
  - Program calendar
  - Evaluation forms
  - Learning Objectives
- Consider hiring an intern to create training manual for interns. Sometimes the training manuals have everything you need for documentation
- Keep individual files for each intern with hard or electronic copies of major projects or presentations
  - Be sure to include hiring materials, evaluations and exit interviews
  - Don't forget to ask for forwarding information

## Internship Programs at UNLV

There are two types of internships available for students attending UNLV; Academic Internships and Rebel Internships

### **Academic Internships**

Academic internships are credit-bearing internships offered through academic departments. Currently, 25 departments in 8 colleges offer credit internships. Each academic department sets its own criteria for awarding credit to students for internship experiences. This criteria can vary from writing a final paper to presenting a comprehensive portfolio of learning. Likewise, requirements for the employer can vary from no involvement with the faculty to an application, student evaluations and a prescribed 10-week plan.

Academic internships are appropriate for upper-level students who seek an experience closely-tied to his or her major. Students are not typically allowed to enroll in credit internships outside of their major.

### **Rebel Internships**

Rebel Internship is a non-credit internship program offered through UNLV Career Services. This program is based on research from the National Society for Experiential Education (NSEE) and the National Association for Colleges and Employers (NACE). Rebel Internship was designed to compliment academic internships as well as serve students whose majors do not offer academic internships.

Rebel Internship is appropriate for students who are in at least their third semester of coursework and who have expressed a clear sense of career direction. Additionally, students who wish to structure an experience without enrolling in credit are also assisted.

Since Career Services are of expertise and management resides primarily with non-credit internships, this section of the manual will focus on the Rebel Internship program with additional information regarding academic internships.

[http://hire.unlv.edu/internships/rebel\\_intern\\_program.html](http://hire.unlv.edu/internships/rebel_intern_program.html)



## **Academic Internships**

Academic internships at the University of Nevada Las Vegas are designed to connect students and employers directly to the academic curriculum in a setting that allows for hands-on, practical skill acquisition. Faculty typically work closely with students to gain a broader understanding of how classroom instruction and learning play out in the real world.

Each department and/or faculty member sets distinct criteria for awarding credit. The criteria can fluctuate from a simple signature of approval to a systematic, 10-week prescribed learning plan. Ultimately, the student seeking credit is responsible for understanding the criteria and communicating openly with his or her internship supervisor to ensure fulfillment.

One common misnomer regarding internships is that they must be for pay or for credit and not both. Although there are a few academic programs that do not allow credit interns to be paid, by and large, Career Services recommends that you pay the intern regardless of credit status.

Although each academic department offering credit internships vary in terms of the structure and level of involvement for student and employer, one fact remains the same – all academic internships require the guidance and approval of a faculty member. It is the faculty member who awards credit, **not the employer or Career Services.**

Finally, while both the Rebel Internship Program and Academic internships provide opportunities for students to gain soft skills as well as curriculum-based knowledge, they differ on how the two are balanced. Since academic internships award credit, the focus is on the curriculum rather than the soft skills. For Rebel Internship Program, the opposite is true. No credit is awarded, so the focus is on soft skill acquisition. Currently, Career Services and select academic programs are examining how the two programs can be aligned to provide the most holistic experience possible for students.

### Faculty Internship Coordinators

- Management of all aspects of academic internships
- Information regarding curriculum-based learning objectives

#### COLLEGE OF BUSINESS

[www.unlv.edu/Colleges/Business](http://www.unlv.edu/Colleges/Business)

Click on "Business Advising" and then "Special Interest" to locate "Current Internships"

##### Faculty Internship Coordinators by Department

Accounting	Dr. Paulette Tandy, 895-3226
Economics	Dr. Bernard Malamud, 895-3294
Finance	Dr. Percy Poon, 895-3017
Int'l Business	Dr. Mel Jameson, 895-1025
Management (HR Mgt)	Dr. David Hames, 895-3675
Management	Dr. William Corney, 895-3195
Marketing	Dr. Mike Mejza, 895-4906
MIS	Dr. Andrew Hardin, 895-3796

Dr. Al Smith, Assistant Dean and Director of Undergraduate Programs, 895-2476

\*If you are unsure which departments to contact in the College of Business, they will refer you to those academic departments which mostly closely match the majors you are seeking.

#### COLLEGE OF EDUCATION

##### Office of Field Experiences

<http://education.unlv.edu/ofe/>

Administrative Assistant II  
(702) 895-1489

#### COLLEGE OF ENGINEERING

##### Internship Academic Advisors by Department

Civil Engineering (Co-op)	Dr. Moses Karakouzian, 895-0959
Construction Management	Dr. Neil Opfer, 895-4047

#### DIVISION OF HEALTH & HUMAN SCIENCES

##### Faculty Advisors by Department

Kinesiology & Athletic Training	Dr. John Mercer, 895-3289
Health Care Administration	Dr. Christopher Cochran, 895-1400

#### COLLEGE OF HOTEL ADMINISTRATION

##### Internship Academic Advisors by Department

Food & Beverage	Professor Al Izzolo, 895-3163
Hotel Management	Professor Al Izzolo, 895-3163
Leisure Studies/Recreation	Professor Chris Brown, 895-3930
Tourism/Convention	Ms. Kaye Polivka, 234-6234
Gaming	Professor Gary Waters, 895-3336

#### COLLEGE OF URBAN AFFAIRS

##### Faculty Internship Coordinators

Criminal Justice	Dr. Alexis Kennedy, 895-5122
Environmental Studies	Dr. Timothy Farnham, 895-2673
Communications/JOUR/Media Studies	Professor Kathy Espin, 895-5126
Counseling	Dr. Collen Peterson, 895-4798
Social Work	Dr. Stacey Hardy-Desmond, 895-3313

#### COLLEGE OF LIBERAL ARTS

##### Faculty Internship Coordinators

Anthropology	Dr. Steve Parker, 895-3710
Political Science	Dr. Jennifer Keene, 895-0239
Sociology	Dr. Lynn Comella, 895-3313
Women's Studies	

## **The Rebel Internship Program**

The Rebel Internship Program is a structured, non-credit internship program offered through Career Services. It is designed for students who are not receiving academic credit for their internship experiences and serves as an alternative and compliment to academic internships so as not to compete with the curriculum-based mission of credit experiences.

Students participating in Rebel Internships will complete an approved, semester-long internship and pre-determined requirements. The requirements include an application/proposal; student midpoint and final evaluation of self and of the internship; a supervisor midpoint and final evaluation of the student; and attendance at 3, 1-hour seminars/discussion groups.

### **Recognition**

Upon completion of the requirements, students enrolled in the program will receive official University recognition for the internship in the form of a certificate of program completion and potentially official transcript notation as a zero-credit course.

### **Requirements for Employer**

- Employer completes Rebel Internship Employer Agreement upon completion of Employer Manual.
- Employer posts position to UNLV CareerLink.
- Employer completes midpoint and final evaluation of intern.
- Employer verifies on the final evaluation that the intern has completed 150 hours of work.

### **Employer Responsibility**

- Provide Career Services and the student with a complete job description including a profile of your organization.
- Clarify the intern's roles and responsibilities.
- Provide a safe environment for the intern to learn.
- Provide an initial orientation with on-going training and mentorship, feedback and evaluation (a regular weekly meeting is suggested).
- Communicate openly with your interns.
- Provide midpoint and final evaluations of your interns (to be completed with Career Services).

### **Prerequisites**

Prerequisites for the program include the following:

- The student must be in at least their third semester of coursework and/or have completed 30 hours of coursework.
- The student must have a clear sense of career direction and/or a declared major.
- The student must be classified as Admitted to the University.
- The student must be in good academic and financial standing with the University and not be in probationary status within a college or major.
- The student must complete the Rebel Internship Readiness Assessment and meet with a career counselor, academic advisor, or faculty advisor to determine if Rebel<sup>I</sup> is a good fit for the student.

### **Requirements for Student**

- Student completes Rebel Internship Readiness Quiz and initial advising to determine fit.
- Student completes application and learning objectives.
- Student completes Internship Agreement and Liability Release Form.
- The student must provide Career Services with a faculty referral in the form of a letter of recommendation.
- Student completes midpoint and final evaluation of self and internship site.
- Student completes a minimum of 150 hours of work for one semester (10 hrs/wk for 15 weeks) and is verified by the supervisor in the employer's final evaluation of the student.
- Student attends three, 1-hour seminars/discussion groups.

Employers arranging internships with students on their own may still post the position to UNLV CareerLink. However, please be advised that depending on the job description and/or feedback from students, UNLV Career Services reserves the right to deny posting of a position labeled as "internship" when in fact it lacks basic elements addressed in the Employer Manual section entitled, "A General Description of Experiential Education & Internships."

### **Ready, Set, Go!**

So, how do you put all of this information into action? In just a few steps, you are on the road to hiring a UNLV student intern. Here's how it works.

1. Conduct your own Organizational Audit and examine some of the points on the Orientation Checklist to determine if your organization is ready to host interns.
2. Decide when you are able to host the interns and what type compensation can be offered.
3. Write a job description and a draft of a general outline of major topics to cover with the intern.
4. Identify the major skills needed for each description and what academic majors would be best suited (Ask UNLV Career Services if you need assistance).
5. Determine what types of UNLV internship programs that your organization is able to support.
6. Then.....

### **For the Rebel Internship program:**

1. Complete the Letter of Agreement.
2. Post your position to UNLV CareerLink incorporating "Rebel Internship approved" into the job title.
3. Market your position with the assistance of UNLV Career Services.
4. Identify an intern candidate.
5. Complete learning objectives with the student (as part of the Student Application).
6. Complete the final evaluations of the student on time.

### **For Academic Internships:**

1. Utilize the contact information in the back of this manual to touch base with the Faculty Internship Coordinator for the academic program with which you would like to work.
2. Complete any necessary paperwork/application with the academic department.
3. Post your position to UNLV CareerLink.
4. Market your position with the assistance of UNLV Career Services and the Faculty Internship Coordinator.
5. Identify an intern candidate.
6. Complete any requirements made by the Faculty Internship Coordinator.

## **Resources**

### **UNLV Career Services**

- Assistance with all aspects of internship and job postings
- Management of Rebel Internship program
- Information regarding all internship programs on campus

**Primary Contact****Paul Carpino**

Employer Outreach &amp; Internship Coordinator

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(702) 895-4661 (fax)

**Additional Resources****Eileen McGarry**

Executive Director

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**Randy Pearson**

Recruitment Manager

(702) 895-3928

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**MBA Career Advisor/Academic Advisor****Angela Mavrides-Feurtado**

(702) 895-1139

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**Colleges & Schools**

<u>College</u>	<u>Location</u>	<u>Dean</u>	<u>Phone</u>	<u>M/S</u>
College of Business	BEH 101	Paul Jarley	895-3362	6001
School of Dental Medicine	Shadow Lane Campus	Karen West	774-2520	7410
College of Education	CEB 301	M. Christopher Brown II	895-3375	3001
Educational Outreach	Paradise Campus	Richard Lee	895-3394	1019
College of Engineering	TBE A-11	Eric Sandgren	895-3699	4005
College of Fine Arts	HFA 125	Jeffrey Koep	895-4210	5013
Graduate College	FDH 309	Ron Smith	895-0946	1092
Health & Human Sciences	BHS 542	Richard Tandy	895-4607	3019
Honors College	LLB 3279	Peter Starkweather	895-2267	7003
College of Hotel Administration	IGI 312	Stuart Mann	895-3308	6013
School of Law	BSL 201-A	John V. White	895-3777	2038
College of Liberal Arts	CBC B-519	Chris Hudgins	895-3401	5001
School of Nursing	BHS 502	Carolyn Yucha	895-5307	3018
School of Public Health	BHS 508	Mary Guinan	895-5090	3063
College of Sciences	MPE 100	Ron Yasbin	895-3487	4001
University College	FDH 406	Ann McDonough	895-1517	5019
College of Urban Affairs	CDC Bldg. 12	Martha Watson	895-3291	3007

<b>Departments</b>	<b>Location</b>	<b>Chair/Director</b>	<b>Phone</b>	<b>M/S</b>
Accounting	BEH 415A	Paulette Tandy	895-1559	6003
Anthropology	WRI B116	Alan Simmons	895-3590	5003
Architecture	ARC 134	Attila Lawrence	895-3031	4018
Art	HFA 156	Jeffrey Burden	895-3112	5002
Biological Sciences	WHI 101	Carl Reiber	895-3390	4004
Chemistry	CHE 106	Dennis Lindle	895-3510	4003
Civil & Environmental Engineering	TBE A-211B	Nader Ghafoori	895-3701	4015
Clinical Lab Sciences Program	BHS 319	Jan Klaassen	895-3788	3021
Communication Studies	CDC Bldg. 12	Thomas Burkholder	895-5125	5007
Computer Science	TBE A-211A	John Minor	895-3681	4019
Criminal Justice	CDC Bldg. 8	Joel Lieberman	895-0236	5009
Curriculum & Instruction	CEB 349	Sandra Odell	895-3232	3005
Dance	HFA 110	Louis Kavouras	895-3827	5010
Economics	BEH 508	Stephen Miller	895-3776	6005
Educational Leadership	CEB 319	Carl Steinhoff	895-1346	3002
Educational Psychology	CEB 252	W Paul Jones	895-3937	3003
Electrical & Computer Engineering	TBE B-325	Dr. Henry Selvaraj	895-4183	4026
English	FDH 616	Douglas Unger	895-1258	5011
Environmental Studies	CDC 701A	David Hassenzahl	895-4440	4030
Film	UNH	Francisco Menendez	895-3547	5015
Finance	BEH 530A	Paul Thistle	895-3856	6008
Food & Beverage Management	BEH 449	Dr. Patrick J. Moreo	895-1330	6022
Foreign Languages	FDH 508	Ralph Buechler	895-3546	5047
Geosciences	LFG 222	Michael Wells	895-0828	4010
Gerontology Program	FDH 406	Ann McDonough	895-1517	5019
Health Care Administration Program	BEH 534	Dr. Charles Moseley	895-4413	3023
Health Physics	BHS 347	Steen Madsen	895-4320	3037
Health Promotion	BHS 514	Shaun Gerstenberger	895-1565	3064
History	WRI B329	Dr. Eugene Moehring	895-3349	5020
Hotel Management	BEH 449	Gail Sammons	895-3230	6021
International Students and Scholars	SSC 311	Kristin Young	895-0143	1035
School of Journalism & Media Studies	CDC Bldg. 9	Ardyth Sohn	895-3325	5007
Kinesiology	BHS 518	Jack Young	895-4626	3034
Disability Resource Center	SSC 137	Clark Hochstetler	895-0866	2015
Management	BEH 319	Keong Leong	895-1762	6009
Management Information Systems	BEH 316	Ken Peffers	895-3676	6034
Marriage, Family, & Community Counseling	MPE 110	Gerald Weeks	895-1867	3045
Marketing	BEH 416	Michael LaTour	895-3364	6010
Mathematical Sciences	CBC B-422	Dr. Chih-Hsiang Ho	895-3567	4020
Music	HFA 230	Jonathan Good	895-3332	5025
Nutrition Sciences	BHS 319	Laura Kruskall	895-4328	3026
Philosophy	CDC Bldg. 4	Todd Jones	895-3433	5028
Physical Therapy	BHS 307	Dr. J. Wesley McWhorter	895-3003	3029
Physics	BPB 209	James Selser	895-3563	4002
Political Science	CDC Bldg. 4 414	Mehran Tamadonfar	895-3307	5029
Psychology	CBC B426	Mark Ashcraft	895-3305	5030
Public Administration	CDC701B	Lee Bernick	895-4828	6026

Radiography Certificate Program	BHS 302	George Pales	895-1859	3017
Social Work	CDC Bldg. 10	Joanne Thompson	895-3311	5032
Sociology	CBC B226	Dr. Andrea Fontana	895-3322	5033
Special Education	CEB 118	Tom Pierce	895-3205	3014
Theatre	FDH 410	Charles O'Connor	895-3666	5036
Tourism and Convention Administration	BEH 358	Curtis Love	895-3334	6023
Women's Studies	HOU 106	Lois Rita Helmbold	895-0837	5055
Sports Education Leadership	CEB-399E	Monica Lounsbury	895-5057	3031

## References

### National Society for Experiential Education (NSEE)

- Organization comprised of career services professionals, faculty, and employers that is dedicated to the field of experiential education, including service learning, cooperative education, and internships.
- Publications available:
  - *The Internship as Partnership: A Handbook for Businesses, Non-Profits, and Government Agencies* by Robert P. Inkster and Roseanna G. Ross (1998).
- <http://www.nsee.org>

### National Association of Colleges and Employers (NACE)

- Organization comprised of career services professionals, faculty, and employers that is dedicated to the field of college recruiting, including career counseling, college relations, internships and recruiting.
- Publications available:
  - *Building a Premier Internship Program: A Practical Guide for Employers* by Julie Cunningham (2004).
- <http://www.naceweb.org>