

Supplemental Internship Resources

Chapter 3

3.1 FLSA Rules for Internships	208
--------------------------------------	-----

Chapter 4

4.1 Ten Tips for Internships	210
4.2 Sample #1, Intern Evaluation Instrument for Site Supervisors	212

Chapter 5

5.1 Information Needed to Build an Internship Database	214
5.2 Readings for Interns	215
5.3 Career Readiness Self-Assessment Tool	219

Chapter 6

6.1 Journal Guidelines	221
6.2 Sample Learning Agreement	222
6.3 Sample Placement Agreement	225
6.4 Sample Self-Evaluation Instructions	226
6.5 Sample #2, Intern Evaluation Instrument for Site Supervisors	227

Chapter 7

7.1 Research Internship Sample Syllabus	229
---	-----

Chapter 8

8.1 Sample #3, Intern Evaluation Instrument for Site Supervisors	234
8.2 Student Self-Evaluation	236
8.3 Self-Assessment Questions and Tools	238

Chapter 13

13.1 DC Internship Programs Serving Minority Students	242
13.2 Comparison of Four Academically-Affiliated Programs (2021)	244
13.3 The DC Internship Search: Many Types of Placements	248
13.4 Dressing for Success: Professional Wardrobe	260
13.5 Living in Washington, DC: Housing, Food, and Transportation (2021)	262
13.6 Budget Worksheet for Internship Away from Home	266

Chapter 14

14.1 Towson University (TU) Program and Internship Course Requirements	267
14.2 USC International Relations Program and Internship Course Requirements	269
14.3 International Internship Listings	270

Chapter 15

15.1 Tips for Facilitating Remote or Virtual Work	274
---	-----

3.1 FLSA Rules for Internships

U.S. Department of Labor Wage and Hour Division



U.S. Wage and Hour Division

(Updated January 2018)

Fact Sheet #71: Internship Programs Under The Fair Labor Standards Act

This fact sheet provides general information to help determine whether interns and students working for “for-profit” employers are entitled to minimum wages and overtime pay under the Fair Labor Standards Act (FLSA).¹

Background

The FLSA requires “for-profit” employers to pay employees for their work. Interns and students, however, may not be “employees” under the FLSA—in which case the FLSA does not require compensation for their work.

The Test for Unpaid Interns and Students

Courts have used the “primary beneficiary test” to determine whether an intern or student is, in fact, an employee under the FLSA.² In short, this test allows courts to examine the “economic reality” of the intern-employer relationship to determine which party is the “primary beneficiary” of the relationship. Courts have identified the following seven factors as part of the test:

1. The extent to which the intern and the employer clearly understand that there is no expectation of compensation. Any promise of compensation, express or implied, suggests that the intern is an employee—and vice versa.
2. The extent to which the internship provides training that would be similar to that which would be given in an educational environment, including the clinical and other hands-on training provided by educational institutions.
3. The extent to which the internship is tied to the intern’s formal education program by integrated coursework or the receipt of academic credit.
4. The extent to which the internship accommodates the intern’s academic commitments by corresponding to the academic calendar.
5. The extent to which the internship’s duration is limited to the period in which the internship provides the intern with beneficial learning.
6. The extent to which the intern’s work complements, rather than displaces, the work of paid employees while providing significant educational benefits to the intern.
7. The extent to which the intern and the employer understand that the internship is conducted without entitlement to a paid job at the conclusion of the internship.

¹ The FLSA exempts certain people who volunteer to perform services for a state or local government agency or who volunteer for humanitarian purposes for non-profit food banks. WHD also recognizes an exception for individuals who volunteer their time, freely and without anticipation of compensation, for religious, charitable, civic, or humanitarian purposes to non-profit organizations. Unpaid internships for public sector and non-profit charitable organizations, where the intern volunteers without expectation of compensation, are generally permissible.

² E.g., *Benjamin v. B & H Educ., Inc.*, --- F.3d ---, 2017 WL 6460087, at *4-5 (9th Cir. Dec. 19, 2017); *Glatt v. Fox Searchlight Pictures, Inc.*, 811 F.3d 528, 536-37 (2d Cir. 2016); *Schumann v. Collier Anesthesia, P.A.*, 803 F.3d 1199, 1211-12 (11th Cir. 2015); see also *Walling v. Portland Terminal Co.*, 330 U.S. 148, 152-53 (1947); *Solis v. Laurelbroom Sanitarium & Sch., Inc.*, 642 F.3d 518, 529 (6th Cir. 2011).

Courts have described the “primary beneficiary test” as a flexible test, and no single factor is determinative. Accordingly, whether an intern or student is an employee under the FLSA necessarily depends on the unique circumstances of each case.

If analysis of these circumstances reveals that an intern or student is actually an employee, then he or she is entitled to both minimum wage and overtime pay under the FLSA. On the other hand, if the analysis confirms that the intern or student is not an employee, then he or she is not entitled to either minimum wage or overtime pay under the FLSA.

Where to Obtain Additional Information

This publication is for general information and is not a regulation. For additional information, visit our Wage and Hour Division Website: <http://www.wagehour.dol.gov> and/or call our toll-free information and helpline, available 8 a.m. to 5 p.m. in your time zone, 1-866-4USWAGE (1-866-487-9243).

U.S. Department of Labor
Frances Perkins Building
200 Constitution Avenue, NW
Washington, DC 20210

1-866-4-USWAGE
TTY: 1-866-487-9243
[Contact Us](#)

4.1 Ten Tips for Internships

Shannon McQueen, West Chester University

Clinton M. Jenkins, Birmingham-Southern College

Susan L. Wiley, The George Washington University

Ten Internship TIPS

A key learning experience, an internship can also lead to job and networking opportunities. How do you make the most out of your internship experience? Here are ten tips for doing so, which were condensed from five years' worth of supervisor evaluations of students enrolled in George Washington University's (GWU's) internship program.

#1. Be prepared for Writing and Research Most internships for GWU students involve heavy writing and research components. This includes a wide range of projects that summarize, share, and/or communicate information. Interning students have given presentations, written policy, legal, and research briefs, crafted a new podcast proposal, and developed advocacy documents.

The next most common internship activity is researching: over 33% of all internship supervisors asked interns to complete research tasks. This may involve compiling literature reviews, collecting data, or analyzing data sets. Time to brush up on your writing and research skill set!

#2. Communicate, Communicate, Communicate When asked about how their interns could improve, over 20% of internship supervisors commented on the need for better communication. Strong communication skills include the following;

- Listening closely when your internship supervisor is talking.
- Making eye contact when engaging in discussions.
- Sharing the progress of your work with your internship supervisor and colleagues frequently.
- Asking questions! Internships are a learning experience.
- Responding to emails promptly (within 24 hours).

#3. Show Initiative Taking initiative refers to acting and engaging with the work independently. How do you show initiative at your internship?

- When attending meetings, take notes and look engaged.
- Stay in the present moment while working site.
- Take advantage of opportunities to meet with and learn from staff members.
- Ask for more work when you finish a project.
- Show up on time for your internship.
- Don't be afraid to make suggestions and take ownership of tasks.

#4. Pay Attention to Small Details Before sending that email, memo, or research paper, proofread your work.

#5. Project Calm Confidence You were selected for the internship for a reason and can bring something new to the organization. Try to enter the workplace with some confidence!

- Try a 30-second “power pose” before entering your worksite.
- Create a playlist of music to boost your confidence and listen to it on the way to your internship.
- Visualize what a successful internship experience looks like for you.
- Celebrate your wins! Did you write a great memo? Did your supervisor compliment your data analysis? Pat yourself on the back and accept the praise.

#6. Be on time Plan your commute to show up to your internship on time, every time. This may seem insignificant, but this is a signal that you are interested in the internship process, and ready to engage.

#7. Take advantage of informal networking opportunities Internships are a valuable opportunity to put your most personable step forward. Be kind to those you meet, and use this opportunity to build connections and make relationships.

#8. Stay Organized Interning as a student can be a lot to juggle. Work to keep yourself organized and learn to self-manage your time.

- Find a planner and use it!
- If you find yourself getting distracted online, use website blockers to stay on track
- Put your cell phone away to remain focused on a current task
- Start each day with a “to-do” list of goals
- Plan ahead (i.e. if you know finals are coming up, study a few weeks in advance so you are not overwhelmed during busy weeks)

#9. Remember your boundaries Remember, you are a student first, intern second. It can be difficult to balance an internship and college classes. If you feel overwhelmed with the amount of work you have on your plate, talk with your site internship supervisor or university contact.

#10... and Have Fun! An internship delivers unique opportunities to apply class concepts in a real-world environment. It can be both rewarding and memorable. Enjoy your internship learning experience!

4.2 Sample #1, Intern Evaluation Instrument for Site Supervisors

POLITICAL SCIENCE INTERNSHIP PSC 2987 Internship Supervisor Evaluation

Please note: In order for the student to receive credit for his/her internship, this evaluation must be returned to me by Tuesday 1 May

Please mail, fax, or email the completed form.

Student Name:

Name of Organization:

Supervisor Name: L

Phone: (

Internship Start Date:

Internship End Date:

*Total Number of Hours Worked: _____

On a scale from 1 (poor) to 5 (excellent), please evaluate the student's performance during the internship with respect to the following criteria:

1. Dependability
(Comments)

5. Works Effectively with Others
(Comments)

2. Work Ethic
(Comments)

6. Quantity of Work Produced
(Comments)

3. Attendance / Punctuality
(Comments)

7. Quality of Work Produced
(Comments)

4. Usefulness to the Organization
(Comments)

8. Level of Initiative
(Comments)

9. Please identify a specific project or situation for which the intern was responsible and comment on his/her performance
10. Please list any overall recommendations for improvement in the student's performance.
11. From your perspective, was the student's internship a good learning experience for him/her?
Yes _____ No _____ (Why?)
12. Do you feel that it is appropriate for the student to earn academic credit based on his/her performance? Yes _____ No _____ (Why?)
13. Overall, was the student's performance satisfactory? Yes _____ No _____ (If no, why not?)
14. Additional Comments or Observations:
15. Have you discussed this evaluation with your student? Yes _____ No _____
(Do you want this evaluation to be confidential? Yes _____ No.)
16. Would you be interested in having another GW intern work for you? (Yes No _____)

5.1 Information Needed to Build an Internship Database

Information Needed to Build an Internship Database

By Bobbi Gentry, Bridgewater College

Internship Provider Information
Employer name
Employer address
Internship coordinator or contact (Name, Number, Email)
Internship site supervisor (Name, Number, Email)
Employer mission
Employer website
Paid or unpaid / Pay rate
Number of internships available
Semester availability (e.g., only summer, only fall)
Employer preference for hours at internship per week
Requirements for internship: application, cover letter, academic standing, GPA, interview
Skills and knowledge necessary
Necessary training before internship (e.g., CPR, Excel, statistical programs)
Can this internship be done remotely?
Emergency contact information for student
Alumni contact(s) at internship site
Willingness to come to internship fair?
Big events at internship (for photographs or marketing materials)
Connection to political science/public affairs
Last student intern (Semester and Year of Internship; name and contact information may be protected)*
Information Relevant to Students
Common activities or assigned duties
Previous interns' anonymous feedback about the internship (with or without dates), including what skills are likely to be developed and what learning opportunities are possible
Site supervisor's willingness to write letters of recommendation
Opportunities for future employment at this site
Possible stipends or grants available

How to cite this resource: Gentry, Bobbi. 2021. "Supplemental Internship Resource: Information Needed to Build an Internship Database" in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

5.2 Readings for Interns

Readings for Interns

Many, if not most, readings that are covered in an internship course are those selected by students conducting research projects.¹ In some internship classes, professors and instructors assign common readings to promote knowledge, provoke group discussion, inspire individual reflection, or simply provide practical advice. The following compilation includes a few such readings suggested by some of our authors and others,² organized alphabetically by general topic and type of internship placement. Excerpts from some of these titles, rather than the entire texts, are often assigned. This list is neither comprehensive nor definitive, and the inclusion or exclusion of titles should be considered neither an endorsement of these or lack thereof. This list contains readings that have been assigned by colleagues who are practiced in the area of political science or public affairs internships, and should be considered a starting point for exploration. It will be periodically updated on the website, APSA Educate.

Bureaucracy and Administration

Fischer, Frank, and Carmen Sirianni, eds. 1984. *Critical Studies in Organization and Bureaucracy*. Philadelphia: Temple University Press. [excerpts recommended]

Campaigns and Elections

Semiatin, Richard, ed. 2020. *Campaigns on the Cutting Edge*. Washington, DC: CQ Press.

Simpson, Dick and Betty O'Shaughnessy. 2016. *Winning Elections in the 21st Century*. Lawrence, KS: Kansas University Press.

Conduct of Internships; Learning by Doing

Brown, John S., Allen Collins, and Paul Duguid. 1989. "Situated Cognition and the Culture of Learning." *Educational Researcher* 18(1): 32-42.

Reeher, Grant and Mack Mariani. 2002. *The Insider's Guide to Political Internships*. Boulder: Westview.

¹ At least this was the conclusion that the editors reached after conducting an informal (and unrepresentative) survey of internship coordinators in 2021.

² With appreciation for their suggestions, this list was developed with help from the following contributors: John C. Berg, Cynthia Chávez Metoyer, Grant Ferguson, Joshua Franco, Dick Simpson, and two anonymous contributors. Four titles were derived from Ambrose and Poklop (2015): Ambrose, Susan A., and Laurie Poklop. 2015. "Do Students Really Learn from Experience?" *Change* 47 (1): 54-61.

Congress and Congressional Internships

Waxman, Henry, with Joshua Green. *The Waxman Report: How Congress Really Works*. New York: Twelve Publishing.

Grabowski, Sue. 2006 (1986). *Congressional Intern Handbook*. Washington, DC: Congressional Management Foundation.
https://www.congressfoundation.org/storage/documents/CMF_Pubs/cmf-congressional-intern-handbook.pdf.

CMF. 2020 (1984). *Setting Course: A Congressional Management Guide*. Washington, DC: Congressional Management Foundation.

State Legislatures

Rosenthal, Alan. *Heavy Lifting: The Job of the American Legislature*. Washington, DC: CQ Press, 2004.

----- *Legislative Life: People, Process, and Performance in the States*. New York: Harper & Row, 1981. (Rosenthal was the long-time director of the study of state legislatures at the Egelton Institute, Rutgers; both books are comparative studies of what legislators do.)

California

Boyersky, Bill. 2007. *Big Daddy: Jesse Unruh and the Art of Power Politics*. Oakland: University of California Press.

Micheli, Chris. 2021. *The California Legislature and Its Legislative Process: Cases and Materials*. Durham, NC: Carolina Academic Press.

Starr, Kevin. 2007. *California: A History*. New York: Modern Library Press.

Massachusetts

McDonough, John E. *Experiencing Politics: A Legislator's Stories of Government and Health Care*. California/Milbank Series on Health and the Public. Berkeley: University of California Press ; New York: Milbank Memorial Fund, 2000. (McDonough was in the Massachusetts State House for 10 years; after leaving, he got a PhD in Public Policy. The book matches various theories of public policy with examples from his experience.)

Vermont

Wright, Ralph G. *Inside the Statehouse: Lessons from the Speaker*. Washington, DC: CQ Press, 2005. (Wright was Speaker of the Vermont House).

Wisconsin

Loftus, Tom. *The Art of Legislative Politics*. Washington, DC: Congressional Quarterly Press, 1994. (Loftus was Speaker of the Wisconsin State Assembly)

NOTE: The books by Loftus, McDonough, and Wright let students compare the full-time, highly professional Massachusetts General Court with the very part-time Vermont legislature and the Wisconsin Assembly which is somewhere in between. They are full of anecdotes that illustrate political science propositions.

Judicial or Legal Internships

Breyer, Stephen. 2011. *Making our Democracy Work: A Judge's View*. New York: Vintage.

Gibson, James L. and Michael Nelson. 2017. "Reconsidering Positivity Theory: What Roles Do Politicization, Ideological Disagreement, and Legal Realism Play in Shaping U.S. Supreme Court Legitimacy?" *Journal of Empirical Legal Studies* 14 (3): 592-617. Available at SSRN: <https://ssrn.com/abstract=3016684> or <http://dx.doi.org/10.1111/jels.12157>.

Scalia, Antonin. 1998. *A Matter of Interpretation*. Princeton, NJ: Princeton University Press.

Political Activism

Alinsky, Saul. 1971. *Rules for Radicals*. New York: Vintage.

Graham, Bob, and Chris Hand. 2016. *America, The Owner's Manual: Making Government Work for You*. Washington, DC: CQ Press.

Liu, Eric. 2013. "Why Ordinary People Need to Understand Power." TED Talk, September [video].
https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power.

Public Policy

Allison, Graham T. 1971. *The Essence of Decision*. Boston: Little, Brown.

Brown-Dean, Khalilah L. 2019. *Identity Politics in the United States*. New York: Wiley.

Ingram, Helen and Anne L. Schneider. 2005. "Introduction: Public Policy and the Social Construction of Deservedness." In *Deserving and Entitled*, ed. Helen Ingram and Anne L. Schneider. Albany: State University of New York Press.
<https://www.sunypress.edu/pdf/61060.pdf>.

Lindblom, Charles. 1957. "The Science of Muddling Through." *Public Administration Review* 19:79-88.

Meltsner, Arnold J. 1976. *Policy Analysts in the Bureaucracy*. Oakland: University of California Press.

Weiss, Carol H. 1980. *Social Science Research and Decision-making*. New York: Columbia University Press.

Race and Ethnic Politics and Policy

Alexander, Michelle. 2020 (2010). *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Kendi, Ibram X. 2019. *How to Be an Antiracist*. New York: One World.

Muhammad, Khalil Gibran. 2019. *The Condemnation of Blackness: Race, Crime, and the Making of Modern Urban America*. Cambridge: Harvard University Press.

Wing Sue, Derald. 2015. *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race*. Hoboken, NJ: Wiley.

Non-Academic or Popular Press Readings: Leadership- and Career-Related

Burnett, Bill, and Dave Evans. 2016. *Designing Your Life*. New York: Knopf.

Dweck, Carol. 2012. *Mindset: The New Psychology of Success*. New York: Ballantine Books.

Kahneman, Daniel. 2013. *Thinking, Fast and Slow*. New York: Farrar, Straus and Giroux.

Langer, Ellen. 2016 (1997). *The Power of Mindful Learning*. Boston: Da Capo Lifelong Books.

Maxwell, John C. 2007 (1998). *The 21 Irrefutable Laws of Leadership*. Nashville: Thomas Nelson, Inc.

Pink, Daniel H. 2010. *Drive*. New York: Penguin.

Pollak, Lindsey. 2012. *Getting from College to Career*. New York : Harper Business.

How to cite this resource: No Author. 2021. "Supplemental Internship Resource: Readings for Interns," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

5.3 Career Readiness Self-Assessment Tool

Are You Career Ready?

Career Readiness Self-Assessment Tool

Career readiness is the awareness and development of the skills students need to confidently and successfully meet employer expectations and transition into the workplace.

Take this self-assessment to see what professional competencies you need to develop and practice to be career ready and experience workplace success.

COMMUNICATION:

Articulate thoughts and express ideas effectively using oral, written, visual and non-verbal communication skills, as well as listening to gain understanding. The ability to deliver information in person, in writing, and in a digital world.

need to develop 1 2 3 *excelling*

Ways to develop this competency:

- Develop and deliver a presentation for a class.
- Check for understanding by asking clarifying questions.
- Proofread on-line and written communication to avoid errors.

Ways I am developing: _____

Next steps for developing: _____

TEAMWORK AND INTERPERSONAL:

Build and maintain collaborative relationships to work effectively with others in a team setting through shared responsibility, empathy and respect. The ability to manage ones emotions and conflict with others while contributing towards a common goal.

need to develop 1 2 3 *excelling*

Ways to develop this competency:

- Collaborate with others on a class project where responsibility is shared and not divided.
- Handle difficult conversations in person with respect.
- Join a student organization or team on campus where you can help achieve a common goal.

Ways I am developing: _____

Next steps for developing: _____

LEADERSHIP:

Leverage strengths to motivate, collaborate and guide. The ability to use a positive attitude to influence and empower others to reach a shared goal through strategic thinking and effective decision-making.

need to develop 1 2 3 *excelling*

Ways to develop this competency:

- Take on a leadership role in a group or organization.
- Demonstrate initiative at your job/internship by taking on additional responsibilities.
- Motivate team members with a positive attitude and leverage their strengths when delegating work.

Ways I am developing: _____

Next steps for developing: _____

CREATIVITY AND PROBLEM-SOLVING:

Exercise sound reasoning to analyze issues, synthesize information, make decisions and solve problems. The ability to think critically and strategically to develop original ideas and innovative solutions.

need to develop 1 2 3 excelling

Ways to develop this competency:

- Develop an action plan with specific steps to solve a problem.
- Brainstorm solutions to a problem before bringing it to a supervisor/professor.
- Activate your mind – read, do puzzles, write, etc.

Ways I am developing: _____

Next steps for developing: _____

PROFESSIONALISM AND PRODUCTIVITY:

Demonstrate integrity, resilience, accountability and ethical behavior. The ability to take initiative, maintain effective work habits (prioritize, plan and manage work) to produce high quality results and project a professional presence.

need to develop 1 2 3 excelling

Ways to develop this competency:

- Use a planner or calendar to prioritize work/assignments and meet deadlines.
- Attend the Dining Etiquette program to learn more about professional expectations during a meal.
- Review your social media through the eyes of a future employer and determine appropriateness.

Ways I am developing: _____

Next steps for developing: _____

GLOBAL PERSPECTIVE:

Respect the viewpoints of those from diverse cultures, races, ages, genders, religions and lifestyles to build collaborative relationships and communicate effectively. The ability to appreciate, value, and learn from other cultures and perspectives.

need to develop 1 2 3 excelling

Ways to develop this competency:

- Attend an event on campus that encourages you to step outside your comfort zone.
- Engage in conversation with individuals who have different perspectives than your own.
- Participate in a study abroad or volunteer experience to broaden your horizons.

Ways I am developing: _____

Next steps for developing: _____

DIGITAL FLUENCY

Maximize new and emerging technologies in order to work, learn and live in a digital society. The ability to apply digital technology to enhance quality, improve productivity and communication, solve problems, and streamline processes.

need to develop 1 2 3 excelling

Ways to develop this competency:

- Create projects and express ideas through digital tools.
- Learn a new technology or design skill through Lynda.com
- Work with a Virginia Tech librarian to find relevant and credible sources through on-line research.

Ways I am developing: _____

Next steps for developing: _____

How to cite this resource: Virginia Tech Career and Professional Development. 2021. "Career Readiness Self-Assessment Tool," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

6.1 Journal Guidelines

SUFFOLK UNIVERSITY Department of Government JOURNAL REQUIREMENTS

Keeping a journal will be an important part of your learning experience as an intern. By forcing you to think about what you are doing and what you are learning from it, the writing of a journal can increase the amount you actually learn. It can also make you aware of what you don't know, so that you can direct your efforts toward finding out.

You should write in your journal at least briefly every day that you work at your internship. Keeping current in your writing is important because it lets you keep track of how your perceptions and understanding change from day to day and week to week, thereby documenting your learning.

Your journal should include all of the following elements:

1. A daily log of what you do. This should be as brief as possible, but try to be precise rather than general. E.g., "research at State House library on condominium control bills" is better than "research on bills".

2. Questions. If there's something you want to know, write it down. If you later learn the answer, write that down, too--not necessarily on the same day. Curiosity is the first essential for learning, so the more questions, the better. Try to have at least one question every day that you work.

3. Insights, observations, perceptions, interesting incidents. After you have logged your day's activity, think about what it meant to you, what you got out of it, new things you noticed, et cetera.

4. Essay. Once a week, write a page (or more) in which you discuss some topic of your choice more fully. This should not be a summary of your daily entries, but a real essay in which you discuss a particular incident, explore an issue that interests you, or explain an insight that you have had. Please note – *one* essay per week means *two* essays per journal installment.

5. Likes and dislikes--about the work, the office, the political system, the world, yourself.

6. New words. Once a week, write down any new terms you've learned during the week--or, if you've heard them but not understood what they meant, write that down. Learning specialized vocabulary is a big part of any field.

Please submit your journal through Blackboard every week. Your journal supplies important evidence of what you are learning from your internship, which in turn is used to help determine your grade.

(Adapted from guidelines by Helen Graves)

6.2 Sample Learning Agreement

SUFFOLK UNIVERSITY GOVERNMENT INTERNSHIP

Internship Learning Agreement

I. Basic Information

Name: _____

Placement agency: _____

Agency address: _____

Name and title of supervisor: _____

Telephone number: _____ Email: _____

II. Duties

1. What are the basic purposes of the office or agency?
2. What will your job as an intern be? How does it contribute to the purposes described above?
3. Will you be assigned a long-term project? If so, please describe it briefly.

III. Learning goals

1. What special skills do you have which will be useful in doing your job?
2. What skills do you hope to acquire or improve during the course of your internship?
3. What past experiences--work, courses taken, reading, or anything else--have prepared you for this job?
4. What factual knowledge do you expect to gain during your internship?
5. What ethical or moral values are relevant to the work you will be doing as an intern, either positively (values you are expected to observe) or negatively (things which are considered improper)?
6. Are there any ethical issues about which you hope to clarify your own thinking during the course of your internship?

IV. Documentation and evaluation

1. What standards will your supervisor apply in evaluating your work?

2. For purposes of grading, how will you demonstrate to your instructor the degree to which you have achieved the learning goals listed in section III, parts 2, 4, and 6?

3. Will there be any other materials--for example, reports written on the job--which you would like to submit in documentation of what you learn on your internship?

V. Approval

We, the undersigned, have read and agree to the conditions and goals of the internship described in this internship learning agreement.

Intern: _____ Date: _____

Instructor: _____ Date: _____

6.3 Sample Placement Agreement

SUFFOLK UNIVERSITY
Department of Government

Government Internship Program

PLACEMENT AGREEMENT

Student's name: _____

Address _____

_____ Telephone: _____

PLACEMENT:

Name of office or agency: _____

Name and title of immediate supervisor: _____

Agency address: _____

Email: _____ Telephone: _____

Intern's duties, including hours and responsibilities:

Approved by:

(intern) (date) (supervisor) (date)

(faculty sponsor) (date)

6.4 Sample Self-Evaluation Instructions

Sample instructions for midterm and final self-evaluations

Mid-term self-evaluation (3-5 pp): Midway through your internship, reflect on what you have learned and accomplished so far. Look back at the goals you set for yourself in your learning agreement. Have the goals changed? Are you achieving them? Now that the internship is halfway through, are there any ways in which you need to adjust your expectations? What do you think you will accomplish in the remaining weeks? Be prepared to present your report orally in class.

Final Paper and Presentation (7-10 pp): This is the crux of the course. In your paper, you are to both evaluate your internship and, most importantly, reflect on its importance to your major. In addition to your written report, you should prepare a formal presentation, with A/V, for the final meeting of the class.

How to cite this resource: Berg, John C. 2021. "Supplemental Internship Resource: Sample Self-Evaluation Instructions," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

6.5 Sample #2, Intern Evaluation Instrument for Site Supervisors

SUFFOLK UNIVERSITY
Department of Government
Internship Program

INTERN EVALUATION

Intern's Name:

Please describe briefly the nature of your intern's responsibilities under each of the following headings:

Routine tasks:

Research tasks:

Administrative tasks:

Was the intern assigned a long-term project?

What skills or specialized types of knowledge has your intern demonstrated in doing this work?

What skills or specialized types of knowledge has your intern acquired or developed in doing this work?

What skills or specialized types of knowledge does your intern need to learn in order to do this work better?

How satisfied have you been with your intern’s promptness, accuracy, and dependability?

How satisfied have you been with your intern’s initiative and creativity?

Additional comments:

Date internship began:

Average hours per week:

Date internship completed:

Signed: _____

Title: _____

Agency: _____

Date: _____

Please assign a tentative grade for student:
(A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F)

Please return to:

Professor John C. Berg
Department of Government
Suffolk University
73 Tremont Street
Boston MA 02108
jberg@suffolk.edu

7.1 Research Internship Sample Syllabus



POSC 395
DIRECTED GOVERNMENT & POLITICAL LEADERSHIP
California Policy Research Internship

Art Auerbach, J.D., Ph D.
Associate Professor, Teaching
Internship Director
aauerbac@usc.edu
Office Hours: By appointment only

Meghan Ginley
Manager, Unruh Institute of Politics
ginley@usc.edu
Office Hours:
By appointment only (email Meghan to set up)

IMPORTANT DEADLINES

Due:

Students must register for POSC 395 on WebReg (D-Clearance required prior to registration)

Due:

First political event write-up must be submitted. **Write-ups are due within one week of event.**

Due:

Final presentations to representatives of partner organization, presentation times are TBD.

Due:

Submit final policy report
Second political event write up

EVENT REQUIREMENTS

All Students Must Attend:

- Bi-monthly meetings with Professor Auerbach and Meghan Ginley
- Mid-semester exchange with partnership (TBD)
- 2 Unruh Institute Political Events (2-page write-up is due within one week of each event)
- 2 of the Course Activities (Listed on Page 4)
- (1) One-on-one with Professor Auerbach to discuss final policy report

Please note, Political Events and Course Activities are independent of one another and are not interchangeable

1. Course Description

Students will take part in a team-based research project where they will work to develop potential



solutions in their respective policy areas by conducting original fieldwork, interviewing policy experts, reviewing academic and policy reports, and using other forms of primary and secondary research. At the conclusion of the internship, each group will present their final product to representatives of their partner organization.

2. Internship Hours per Units of Credit

Units/Credits	2	3	4	5	6	7	8
Suggested weekly hours	10	14	18	22	26	30	34
Total hours at internship	100	150	200	250	300	350	400

3. Meetings and Communication with Partnership Organization

An introductory meeting between students and representatives of their partner organization will take place in the beginning of the semester. The Mid-Semester Exchange in which students will share research progress with their partner organization will take place midway through the semester. Each policy group will deliver their final product to representatives of their partner organization. Students should stay in close contact with their partner organization throughout the semester, but are required to include the Internship Director and Community Engagement Director in any communication with them.

4. Meetings and Communication with Unruh Staff

Groups will meet with the Internship Director and Community Engagement Director on-campus twice a month. In these meetings, interns are expected to bring a 2-page summary of their research and share research progress as an individual and as a group. Dr. Auerbach will be in contact with you throughout the semester via the Blackboard system. Check Blackboard on a regular basis for information relevant to POSC 395. During the semester, you should also keep in close contact with Dr. Auerbach and Ms. Ginley to discuss your research progress.

Student groups will present their final product to the Unruh staff before the final presentations. The specific date and time is dependent upon the students’ schedules. If a student does not adequately prepare for the run-through presentations, as determined by Professor Auerbach and Ms. Ginley, then he/she may not be permitted to present before their partner(s). Alternative arrangements will be made for students to give their final presentation.

You are encouraged to meet with your policy team at least once a week. The organization of these meetings will be left to group members.

5. Grading

Course grades will be based on satisfactory completion of the required number of hours at the



internship, the supervisor's evaluation of your performance, and fulfilling other coursework requirements. The final grade for the course will be based on:

Unruh Manager Evaluation	25%
Partner Organization Evaluation	10%
Final Policy Presentation	20%
Final Research Project	35%
Event Write Ups	10%

*NOTE: The Unruh Manager Evaluation will be comprised of attendance at all meetings,, submission of bi-monthly write-ups and participation during all meetings, partner and bi-monthly alike. The Partner Organization Evaluation will include overall performance over the course of the internship.

**NOTE: All late papers will be marked down by 5 points for each day they are late. Also, papers will be marked down 1/3 of a letter grade for every 10 hours of research that the student is short of the required 100 hours).

6. Course Activities

The following list of course activities have been carefully organized with the intention of enhancing each students career development skills. These activities will bring in experts in the corresponding fields to give students an opportunity to gain life-long skills in each category.

- **All students, including students that have previously taken POSC 395 in prior semesters, are required to attend two of the following course activities of their choosing. Students who would like to attend more than two course activities may do so for personal benefit, but will not receive any extra credit or additional course recognition.**

Course Activities:

As each Course Activity approaches, students will receive an email with specific details and RSVP links.

1. **"Politics in the News" with Adam Nagourney (Monday, September 16, from 5:30pm-7pm)**
Learn from field-expert Adam Nagourney, Los Angeles Bureau Chief for the NYT, about the process and intricacies of political reporting.
2. **"Director's Corner" with Bob Shrum and Mike Murphy at the USC Center for the Political Future (SOS B15)**
Come learn from our Directors, Bob Shrum and Mike Murphy, how to win friends and influence people in the world of politics.



3. **“How to Win the Presidency in New Hampshire” with Patrick Griffin**
Learn about the importance of New Hampshire in political campaigns and the inner workings of the New Hampshire caucus - everything you need to know entering the 2020 Presidential campaigns.
4. **Communications with Heather Wilson**
Learn from a local expert how to handle crises and manage crisis communications for political operations and large-scale organizations.
5. **Jobs Forum**
Learn about the various political fields by listening to a panel discussion of local professionals, followed by a networking session with the professionals.
6. **Resume Workshop**
Learn from a professional what a hiring manager is looking for a resume, followed by a hands-on tutorial on how to edit and enhance your resume and cover-letter.

7. Attending Political Events and Write-Ups

You are required to attend at least two (2) politically-focused events during the fall and turn in a short, 2-page write-up for each event. Your write-up MUST follow the memorandum format, an example of which is attached to the syllabi. **Please submit your write-up on Blackboard within one week of the event.** Your write-up should briefly describe the event, including what was the event, who spoke, at least one page on what was said and at least ½ page on whether you agree or disagree on what was said and why. The first write-up is due no later than _____.

You are encouraged to find political events that are of interest to you. All events hosted by USC’s Center for the Political Future are considered pre-approved events which qualify for the political event requirement for this course. Below is a list of preapproved events hosted by the Center this semester, however, you are more than welcome to attend other political events such as other political events on campus, events through your internship, City Hall meetings, County Board of Supervisor meetings, etc. All events that are not hosted by USC’s Center for the Political Future require approval from Professor Auerbach before attending the event.

To find on-campus events hosted by the Center for the Political Future, please check out our event calendar: <https://dornsife.usc.edu/unruh/programming/>

The Final Written Policy Report & Presentation

You are required to complete a writing assignment in which you analyze your designated area of research and make policy recommendations.

Final written projects should be 8-15 pages (depending on units, see below) and must include substantial *scholarly research*, including consideration of relevant literature. Please discuss your project in detail with the Internship Director and Community Engagement Director throughout the course of the semester.

A) Written Policy Report:



The final written component should be in the format of an 8 to 15-page policy report. Papers must be typed and double-spaced in 12-point font with 1" margins. Paper/project length is dependent on the number of credits/units earned:

- 2 units: 8-10 pages
- 3 units: 10-12 pages
- 4 units: 12-15 pages

Students' papers will receive 5 point deductions for failing to meet the minimum page length, failure to include a "references" page and 5 points for every day late. Note: You must use in-text (parenthetical) citations along with your work-cited page. Only include citations in work cited that are used in the paper. **Students are required to submit their final papers on Blackboard through the "Turnitin" system by the deadline.**

B) Policy Presentation:

Presentations will be one hour in length comprised of a 30-minute presentation to representatives of your partner organization followed by a 30-minute Q&A session.

8. Academic Integrity

Because the completion of the internship is a major part of this course, you **MUST** work all of the hours listed on your internship agreement form. All written assignments for this class must be your original work, completed only to fulfill the requirements of this course. Sources must be cited accurately and completely.

NOTE ON "RECYCLING PAPERS": Your paper/project **MUST** be original work done for this class and related to your internship. You may not re-use another student's paper, or your own paper from a previous course or a course in which you are currently enrolled.

This is an extremely serious issue, which, according to University policy, can result in failing this course as well as the course from which you "borrowed" your paper.

Please refer to the SCampus chapter on "University Student Conduct Code" (scampus.usc.edu/university-student-conduct-code) or contact the Internship Coordinator if you have any questions.

*Please note that the POSC 395: Directed Government and Political Leadership Syllabus is not a binding contract. Dr. Auerbach has the discretion to make changes as deemed necessary.

How to cite this resource: Auerbach, Art. 2021. "Supplemental Internship Resource: Research Internship Sample Syllabus," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

8.1 Sample #3, Intern Evaluation Instrument for Site Supervisors

American University | Washington Semester Program | Washington, DC
Employer Evaluation of Intern Performance for Career Readiness

Completed by employers at the midterm and end of semester to assess intern performance. Below are 8 NACE career competencies.¹ NOTE: This is a copy of the online evaluation form managed in a content management system. Email prompts provide direction and request evaluation responses.

Student _____

Employer name _____

Supervisor _____

Supervisor phone _____

Supervisor email _____

Approximate hours interned to date: _____

1. Critical Thinking & Problem Solving *

Intern exercises sound reasoning to analyze issues, make decisions, and overcome problems. The intern is able to obtain, interpret, and use knowledge, facts, and data in a process, and can demonstrate originality and inventiveness.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

2. Oral & Written Communications *

Intern articulates thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The intern has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

3. Teamwork & Collaboration *

Intern can build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The intern is able to work within a team structure, and can negotiate and manage conflict.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

4. Digital Technology *

Intern can leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The intern demonstrates effective adaptability to new and emerging technologies.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

Employer Assessment | Washington Semester Program | American University | Questions? Contact: morrill@american.edu

¹ National Association of Colleges and Employers (n.d.). Career readiness defined. Retrieved from www.naceweb.org/career-readiness/competencies/career-readiness-defined/.

5. Leadership *

Intern can leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The intern is able to assess and manage their emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

6. Professionalism & Work Ethic *

Intern demonstrates personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understands the impact of non-verbal communication on professional work image. The intern demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from their mistakes.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

7. Career Management *

Intern can identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The intern is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

8. Global & Intercultural Fluency *

Intern values, respects, and learns from diverse cultures, races, ages, genders, sexual orientations, and religions. The intern demonstrates openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

Positive Feedback: * Comments regarding the intern's talents and progress

Constructive Feedback: * Comments regarding areas of improvement for the intern

Optional attachment(s) to provide more details on assignments.

Employer Assessment | Washington Semester Program | American University | Questions? Contact: morrill@american.edu

¹ National Association of Colleges and Employers (n.d.). Career readiness defined. Retrieved from www.naceweb.org/career-readiness/competencies/career-readiness-defined/.

How to cite this resource: Lowenthal, Diane and Jeffrey Sosland. 2021. "Supplemental Internship Resource: Sample #3, Intern Evaluation Instrument for Site Supervisors," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

8.2 Student Self-Evaluation

American University | Washington Semester Program | Washington, DC

Student Self-Evaluation of Internship Performance for Career Readiness

Completed by students at the start, midterm, and end of semester for self-reflection about career readiness.

Below are 8 NACE career competencies.¹ Select the choice that best matches your abilities in the given areas. Respond honestly to maximize the accuracy of your career development in the beginning, middle, and end of the semester.

NOTE: This is a copy of the online evaluation form managed in a content management system. Email prompts provide direction and request evaluation responses.

Student _____

Employer name _____

Supervisor _____

Supervisor phone _____

Supervisor email _____

Approximate hours interned to date: _____

1. Critical Thinking & Problem Solving *

I exercise sound reasoning to analyze issues, make decisions, and overcome problems. I am able to obtain, interpret, and use knowledge, facts, and data in a process, and I can demonstrate originality and inventiveness.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments _____

2. Oral & Written Communications *

I articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. I have public speaking skills; am able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments _____

3. Teamwork & Collaboration *

I build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. I am able to work within a team structure, and can negotiate and manage conflict.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments _____

4. Digital Technology *

I leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. I demonstrate effective adaptability to new and emerging technologies.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments _____

Self-Assessment | Washington Semester Program | American University | Questions? Contact: morrill@american.edu

¹ National Association of Colleges and Employers (n.d.). Career readiness defined. Retrieved from www.nacweb.org/career-readiness/competencies/career-readiness-defined/.

5. Leadership *

I leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. I am able to assess and manage my emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

6. Professionalism & Work Ethic *

I demonstrate personal accountability and effective work habits, e.g. punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. I demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and am able to learn from my mistakes.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

7. Career Management *

I am able to identify and articulate my skills, strengths, knowledge, and experiences relevant to the position and career goals, and identify areas necessary for professional growth. I am able to navigate and explore jobs options, can take and understand the steps necessary to pursue opportunities, and understand how to self-advocate for opportunities in the workplace.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

8. Global & Intercultural Fluency *

I value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. I demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

- | | | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Failure | 2. Poor | 3. Average | 4. Good | 5. Excellent | n/a |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments

Positive Feedback: * Out of the eight competencies listed above, describe your strongest ones. How have you put them to use?

Constructive Feedback: * Out of the eight competencies listed above, describe the ones in need of improvement. How are you addressing them?

Optional attachment(s) to provide more details on assignments.

Employer Assessment | Washington Semester Program | American University | Questions? Contact: morrill@american.edu

¹ National Association of Colleges and Employers (n.d.). Career readiness defined. Retrieved from www.naceweb.org/career-readiness/competencies/career-readiness-defined/.

How to cite this resource: Lowenthal, Diane and Jeffrey Sosland. 2021. "Supplemental Internship Resource: Student Self-Evaluation," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

8.3 Self-Assessment Questions and Tools

Self-Assessment Questions and Tools

Several chapters, including the one by Lowenthal and Sosland, mention that interns (like all of us) learn more deeply when they consciously ask themselves what they have learned and what they have yet to learn. Below are questions, drawn from various sources, for interns to use in performing self-assessments at different points in the internship process.

Note to the intern: before you begin, how well do you know yourself? Consider taking a personality test that helps you reflect on what you value and what interests you, and understand how your attributes, values, and interests map onto different kinds of work. A campus career center advisor can direct you to these resources and the assessment instruments they have vetted are usually free to students. Links to other online assessments are listed at the end of this document. Although these questionnaires are not likely to reveal your “perfect fit” with a job or type of work, they can help you identify what kinds of work environments you may find more fulfilling and help narrow your job search.¹

A) Questions to be asked **before searching** for an internship:

- How do I find a job that I like or maybe even love?
- How can I make a difference in the world?
- What do I want to grow into?
- What kinds of work make me feel satisfied, enthusiastic, or inspired to do more?
- Which of my accomplishments or recent successes in college give me the most satisfaction? What do I think made them most successful?
- What are my top five skills? Which of these skills do I want to hone?
- Are there other skills I want to develop in an internship?
- Where do I see myself using my skills in a career?
- What do I see myself doing in the next five years?
- How do I envision balancing my job/internship/career with my academic and family (or other caregiving) obligations?

B) Questions to be asked **every working day** (Burnett and Evans 2020)²:

- What did I learn?
- What are the differences between what I observed in the field and what I learned in class?
- What did I initiate?
- What people did I help? How did I contribute to the organization?

¹ Foss, Erica. 2021. “Five Questions You Need to Ask Yourself Before Taking Another Self-Assessment Test.” The Muse, n.d. Accessed July 15, 2021. <https://www.themuse.com/advice/5-questions-you-need-to-ask-yourself-before-taking-another-selfassessment-test>.

² Burnett, Bill, and Dave Evans. 2020. *Designing Your Work Life: How to Thrive and Change and Find Happiness at Work*. New York: Alfred A. Knopf.

C) Questions to be asked **periodically**, at least at middle and end of internship, but more often if desired, should help the intern discern how true each of the following is for them.³

Development of Political Science Knowledge and Skills:

- I gained a good deal of fact-based knowledge in this internship.
- I learned to identify main points and central issues in the area of my internship.
- I gained a better understanding of concepts and principles that are core to the political science discipline, such as power, authority, governance, self-governance, liberty, fairness, and equality, among others.
- I developed an understanding of ethical issues are common in public affairs.
- I learned how different perspectives on race, class, gender, and culture add to political science.
- I improved my ability to identify and analyze problems.
- I learned to evaluate the quality of work in this field.
- I developed the ability to give appropriate evaluations of others' work.
- I developed the ability to solve real problems by applying what I have learned in college.
- I improved my research skills in my internship.
- I developed the ability to carry out original research in my internship.
- I developed the ability to communicate clearly about the area of my internship.
- I improved my writing skills through my internship.
- I improved my quantitative reasoning skills in my internship.
- I improved my organizational and time management skills in my internship.
- I learned to identify formal characteristics of work in my internship.
- I developed creative ability in my internship.
- I gained a broader understanding of my major by doing this internship.

Self-understanding:

- I gained a better understanding of myself through this experience.
- I increased my awareness of my own interests and skills.
- I developed confidence in myself.
- I increased my awareness of my own interests and talents.
- I gained an understanding of some of my personal concerns.
- I developed a greater sense of personal responsibility.

Development of Interests:

- I deepened my interest in the field of my internship.
- I developed my enthusiasm for the field in which my internship is situated.
- I was stimulated to discuss related topics outside of class.

³ Excerpted from course evaluation questions at American University, online at <https://www.american.edu/provost/oira/set/qbank.cfm>, and from the Lowenthal and Sosland chapter in this book.

Development of Social Skills and Attitudes:

- I developed leadership skills in this internship.
- I developed greater awareness of societal problems.
- I became interested in community projects related to my internship.
- I learned to value my own viewpoints.
- I learned to consider the viewpoints of my colleagues in this internship.
- I reconsidered some of my former attitudes.

Development of Professional Skills and Attitudes:

- I was introduced to important professional perspectives by guest lecturers or coworkers.
- I developed the specialized skills needed by professionals in this field.
- I learned about career opportunities.
- I developed a clearer sense of professional identity, or a better sense of how I want to make a mark in this field.

Other Self-Assessment Tools

Additional online assessment tools⁴ are listed below. Please be aware that not all assessment tools are reliable or valid.

- **[16 PERSONALITIES](#)**: This questionnaire describes different personality types that are reflected in personal motivation to work and help users understand their strengths and weaknesses. A basic test is free: www.16personalities.com
- **[CAREER BELIEFS INVENTORY \(CBI\)](#)**: This career counseling tool can help students recognize preexisting beliefs and attitudes that could constrain their career choices. It can be self-scored for free. See: <https://prezi.com/fx7didwptftm/career-beliefs-inventory/>
- The **[CAREER INTERESTS GAME](#)**, developed by the Career Center at the University of Missouri in conjunction with Dr. John Holland: <https://career.missouri.edu/career-interest-game/>.
- **[HUMANMETRICS](#)**, a series of questions based on Briggs-Myers's and Jung's typological approach to personality assessment: <http://www.humanmetrics.com/personality>
- **[O*NET PROFILER](#)**, developed through the US Department of Labor and sponsored by the Employment and Training Administration, helps the user identify their interests and how they relate to the working world: <https://www.mynextmove.org/explore/ip>
- **[THE VALUES TEST](#)** – This assessment tool can help students learn what is important to them in a job or career by helping identify underlying work needs and motivations. Free at: <https://www.myplan.com/assess/values.php>

⁴ The inclusion of these tools does not constitute an explicit endorsement of them. These references and links are included so that faculty can make comparisons and appropriate recommendations for students in need of direction.

- [VT CAREER EXPLORATION TOOLS](https://career.vt.edu/exploring/self-assessment.html): For more self-assessment for career exploration tools, visit the Career and Professional Development Office on your campus, search for tools through other universities, or explore the collection at Virginia Tech: <https://career.vt.edu/exploring/self-assessment.html>

How to cite this resource: No Author. 2021. "Supplemental Internship Resource: Self-Assessment Questions and Tools," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

13.1 DC Internship Programs Serving Minority Students

DC Internship Programs Serving Minority Students*

By Michelle L. Chin
 Archer Center
 The University of Texas at Dallas

A number of advocacy organizations host internship programs designed specifically to increase the participation of underrepresented populations in the policy process. Table 1 alphabetically catalogs some of the more well known programs. Table 2 compares data compiled by the nonprofit organization, Pay Our Interns, about the stipends paid by five of these organizations.

Table 1. Internship Programs for Underrepresented Populations

AAPD (American Association of People with Disabilities) Summer Internship Program
AIPAC - Diamond Summer Internship Program
American Jewish Committee
APIA Vote
Arab-American Business & Professional Association - Internship Placement Program
Asian Americans Advancing Justice (AAJC)
Asian Pacific American Institute for Congressional Studies (APAICS)
CAIR (Council on American-Islamic Relations)
CCAI (Congressional Coalition on Adoption Institute) -Foster Youth Intern Program
CHCI (Congressional Hispanic Caucus Institute)
College to Congress (C2C)
Conference on Asian Pacific American Leadership (CAPAL)
Congressional Black Caucus Foundation
Congressional Hispanic Leadership Institute - Global Leaders Program
HACU (Hispanic Association of Colleges and Universities)
International Leadership Foundation
Islamic Scholarship Fund - Congressional Policy Internship
Japanese American Citizens League (JACL)
Muslim Public Affairs Council (MPAC) - Congressional Leadership Development Program
Organization of Chinese Americans (OCA) - Asian Pacific Advocates
Public Policy and International Affairs Program (PPIA)
Running Start – Congressional Fellowship
SALDEF (Sikh American Legal Defense and Education Fund)
Southeast Asia Resource Action Center (SEARAC)
The Washington Leadership Program
Udall Foundation - Native American Congressional Internship
US-Asia Institute - IMPACT: Filipino-American National Internship Program
US-Asia Institute - Thai American National Internship Program

Table 2. Stipend Amounts of External Internship Programs

Internship Program	Stipend Amount
Asian Pacific American Institute for Congressional Studies (APAICS)	\$2,500
Congressional Black Caucus Foundation (CBCF)	\$3,000
Congressional Hispanic Caucus Institute (CHCI) Summer	\$3,125
Congressional Hispanic Caucus Institute (CHCI) Fall and Spring	\$3,750
Congressional Hispanic Leadership Institute	\$2,000

Source: Table 9 in James R. Jones, Tiffany Win, Carlos Mark Vera. 2021. "Who Congress Pays: An Analysis of Lawmakers' Use of Intern Allowances in the 116th Congress," accessed April 30, 2021, <https://payourinterns.org/wp-content/uploads/2021/03/Pay-Our-Interns-Who-Congress-Pays.pdf>.

*Created July 1, 2021

How to cite this resource: Chin, Michelle. 2021. "Supplemental Internship Resource: DC Internship Programs Serving Minority Students," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

13.2 Comparison of Four Academically Affiliated Programs (2021)

Comparison of Four Academically Affiliated Programs (2021)

By Michelle L. Chin
 Archer Center
 The University of Texas at Dallas

Comparison of Four Academically Affiliated Programs (2021)

	Washington Semester Program (WSP)	The Fund for American Studies (TFAS)	The Washington Center (TWC)	The Washington Internship Institute (WII)
Website	https://www.american.edu/spex/washingtonsemester/	https://www.dointernships.org/	https://twc.edu/	http://wiide.org/
Academic Home	American University	George Mason University	Elon University	Belmont University
Term	Fall/Spring: 15 weeks Summer: 8 weeks	Fall/Spring: 15 weeks Summer: 8 weeks	Fall/Spring: 9 weeks Summer: 9 weeks	Fall/Spring: 15 weeks Summer: 10 weeks
Eligibility	For Fall/Spring programs: 2.5 minimum college GPA At least 36 earned university credits (or home school equivalent). Dual enrollment credits count, but AP/IB credits do not. For Summer programs: All of the above and must be an actively enrolled student in good standing at an accredited 2- or 4-year institution of higher education; or an actively enrolled student in good standing at an accredited graduate-level program; or a graduate of an accredited undergraduate institution in the past academic year. In addition, the candidate must not require visa support from AU to study in the US. ¹	18 years or older High school graduate Must have completed at least one semester of undergraduate study at an accredited college or university. No minimum GPA required, but “applicants with a GPA of 3.0 or higher, relevant professional and volunteer experience, and well-written essays are given the highest scores.” “We are seeking well-rounded students who demonstrate ambition, strong academic performance, leadership ability, maturity, time management skills as well as campus and community involvement.” ²	Enrolled as an undergraduate student at an accredited college or university. Be a sophomore or above while participating in the program and have completed at least two semesters on campus by the start of our program. Recent college graduates and graduate students considered on case-by-case basis. Minimum 2.75 GPA. Must receive academic credit from home campus for participation in the program. Home campus liaison (or a faculty sponsor if there is no TWC campus liaison) must approve the application. *Home institution may have additional eligibility requirements ³	Must be a sophomore or above at an accredited college or university when in DC; or have graduated with a bachelor’s degree within a year before starting the program. Minimum 2.75 GPA, with special consideration if the GPA is lower. Prior consultation with faculty adviser, Washington Internship Institute campus liaison

¹ American University Washington Semester Program, “Domestic Student Admissions,” accessed June 20, 2021, <https://www.american.edu/spex/washingtonsemester/student-admissions.cfm>.

² The Fund for American Studies, “Admissions,” accessed June 20, 2021, <https://www.dointernships.org/admissions/>.

³ The Washington Center, “Eligibility,” accessed June 21, 2021, <https://twc.edu/programs/academic-internship-program>.

	Washington Semester Program (WSP)	The Fund for American Studies (TFAS)	The Washington Center (TWC)	The Washington Internship Institute (WII)
Enrollment	<p>Students enrolled as non-degree seeking students at AU, with full student privileges including access to libraries, campus facilities and events, and student services.</p>	<p>Students enrolled as non-degree seeking students at GMU, with full student privileges including access to libraries, campus facilities, and student services.</p>	<p>In general, students retain their home campus enrollment status and their TWC experience is treated as a study away program.</p>	<p>In general, students retain their home campus enrollment status, and their WII experience is treated as a study away program.</p>
Course Credit	<p>Course credit is offered by American University and students receive an AU transcript at the end of the term.</p>	<p>Course credit is offered by George Mason University and students receive a GMU transcript at the end of the term.</p>	<p>Credit for courses is provided by Elon University. Specific university partner agreements will also articulate the course equivalencies and credit transfers.</p>	<p>Students can take a full load (up to 15 credits during fall/spring) through a combination of the WII internship and core courses, and other online classes. The course equivalencies and credit transfers will depend on the university partner agreements. In the summer only, course credit is offered through Belmont University.</p>
Curriculum	<p>Classes are virtual or in-person on campus at AU.</p> <p>Fall/Spring</p> <ul style="list-style-type: none"> • Internship course (4 credits) • WSP Seminar (4 credits) – pick one of following: <ul style="list-style-type: none"> *Political Transitions and Policy Implications *Managing the Pandemic in Globalized Societies *Criminal Legal System: Roots of Mass Incarceration and Racial Disparity *National Conversations in Times of Crisis • AU Elective (3 credits) – choose from the catalog <p>Summer</p> <ul style="list-style-type: none"> • WSP Seminar (3 credits) • May take additional WSP Seminars listed in summer catalog. 	<p>Classes held at the GMU Arlington campus (accessible by metro).</p> <p>In the Fall/Spring, students take 3 classes: Internship Seminar (6 credits), International Economic Policy (3 credits), and a 3-credit government class, either The American Presidency (Fall) or American Political Thought (Spring).</p> <p>In the Summer, students are required to take one of three economics courses (3 credits each): Economics for the Citizen, Economic Problems and Public Policies, and Economics in Transition. An optional weeklong Economics Boot Camp is offered during the first week of the program to help students who have not taken any economics classes before. Students can also add one of the following 3-credit electives: US Foreign Policy, American Political Thought, Internship Seminar – Public Policy & International Affairs, Internship Seminar – Politics & the Press.</p>	<p>Classes held at TWC.</p> <p>Students take one academic course each week in addition to career readiness workshops.</p> <p>TWC offers courses on various topics depending on interest indicated by the students and university partners. Recent topics include:</p> <ul style="list-style-type: none"> American History American Politics & Public Policy Business & Administration Communication International Affairs Law & Criminal Justice Media & Communications Research 	<p>Classes are offered in-person at the WII office. These are scheduled during the day; there are no night or weekend classes. The students are expected to intern 4 days a week.</p> <p>WII requires students to take an Internship Seminar and a Core Course. Additional classes may be customized at the request of the university partner.</p>

	Washington Semester Program (WSP)	The Fund for American Studies (TFAS)	The Washington Center (TWC)	The Washington Internship Institute (WII)
<p>Program costs (As of July 1, 2021)</p>	<p><u>Program Fees (tuition)</u> Total program cost varies depending on the credits, and the length of the term. 2021-22 tuition rates for non-degree students range from \$1,684 (for course levels 100-400) to \$1,812 (for course levels 500 and above) per credit. Summer program: \$3,800 (3 credits) About \$400 in additional fees to cover Metro university pass (U-Pass), technology, health and recreation centers, and other student activities.</p> <p><u>Housing Fees</u></p> <ul style="list-style-type: none"> • Off campus furnished apartments (provided by TurnKey): \$5500 (Fall/Spring) • On campus (variable rates) <ul style="list-style-type: none"> - Summer housing (\$3080-\$3920) - Meal plan required (\$800+) 	<p><u>Program Fees (includes housing)</u> Fall/Spring: \$13,495 (12 credits) Summer (3 credits): \$7,950 Summer (6 credits): \$9,150</p> <p><u>Application Fees</u> \$25 non-refundable</p>	<p><u>Program Fees</u> Fall/Spring: \$9,415 Summer: \$7,100</p> <p><u>Housing Fees</u> Fall/Spring: \$6,570 Summer: \$4,990</p> <p><u>Application Fees</u> \$60 \$125 – only for students enrolled in institutions outside the US</p>	<p><u>Program Fees</u> Fall/Spring: \$7,400 Summer: \$5,700</p> <p><u>Housing Fees</u> Fall/Spring (15 weeks): \$5300 Summer (10 weeks): \$4200</p> <p><u>Application Fees</u> \$50 non-refundable \$150 for students outside the US</p>
Housing	<p><u>Application Fees – none listed</u> WSP offers off-campus housing in furnished apartments managed by TurnKey (\$5500), or on-campus AU housing (summer only). Students who choose to live on-campus <i>must</i> purchase a meal plan. Students are <i>not</i> required to live in WSP housing whether on- or off-campus.</p>	<p>Fall/Spring term housing provided by WISH on Capitol Hill. Roommates are matched by TFAS. 2 persons per bedroom. Summer housing is at the <u>George Washington University campus in Foggy Bottom</u>. Students are required to live in TFAS housing.</p>	<p>TWC provides furnished housing in their Residential and Academic Center located in the Nomma section of Washington, DC. See https://twc.edu/night-home-dc. Students are <i>not</i> required to live in TWC housing.</p>	<p>WII manages metro-accessible, furnished, apartment-style housing in Crystal City, VA. Students are <i>not</i> required to live in WII housing.</p>
Internships	<p>WSP maintains a database of internships. Students are responsible for finding their own internship but will have assistance from WSP staff as needed.</p>	<p>TFAS assigns each student their own internship coordinator who works to help place the student. TFAS guarantees an internship placement (see https://www.dcinternships.org/internships/)</p>	<p>TWC has partnership agreements with internship employers and maintains an updated database of internship opportunities. TWC staff work with students to prepare their internship application materials and to facilitate placements.</p>	<p>WII advisors help guide students through the internship search process and remain with their assigned students throughout the student's residency. Staff hold office hours before and after class. A faculty member meets weekly with students in the internship class.</p>

University Partners	<p>Washington Semester Program (WSP)</p> <p>Memorandum of Agreement and Supplemental Materials are negotiated between American University and the university partner. The agreement is typically for 5 years and sets guidelines for credit transfer, billing, and application/admissions protocols. There is no cost to the university partner for entering into the agreement.</p>	<p>The Fund for American Studies (TFAS)</p> <p>TFAS is flexible with university partnerships (informal partnerships, formal partnerships that have a memorandum of understanding), working with each partner on a case-by-case basis. Universities interested in partnering with TFAS may reach out to the TFAS Admissions Department at admissions@TFAS.org. In general, faculty and advisors are invited to nominate students, who then receive priority consideration in the admissions process.</p>	<p>The Washington Center (TWC)</p> <p>TWC works with universities to create specific partnership agreements that articulate curriculum expectations, course equivalencies and transfers, program and housing fees, and billing procedures. There is no financial cost to the institution for enacting the agreement, and the duration of the agreement can vary. The agreements typically do not require the partner to enroll a minimum number of students.</p>	<p>The Washington Internship Institute (WII)</p> <p>The agreement designates a campus representative, articulates the application process, course equivalencies and credit transfers, and billing procedures. WII is also willing to customize classes to suit the partner's interests. The partnership agreement is available online (see http://wilde.org/universities). There is no partnership fee and no requirement for a minimum number of students to be enrolled.</p>
---------------------	---	---	---	---

How to cite this resource: Chin, Michelle. 2021. "Supplemental Internship Resource: Comparison of Four Academically Affiliated Programs (2021)," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

13.3 The DC Internship Search: Many Types of Placements

The DC Internship Search: Many Types of Placements

By Michelle L. Chin
Archer Center
The University of Texas at Dallas

In this resource¹ students and faculty will find internship search tips and a review of various types of internship sites in Washington, DC that have established internship programs or tend to hire undergraduate students. Written mainly for students as a practical guide, this list includes programs designed to increase participation of underrepresented populations, nonprofit organizations, lobbying firms and law firms, think tanks, and government organizations. Government options cover state, federal and international organizations.

Internship Search Tips

Although you can Google “internships DC” and find a list of random internship opportunities, there are a couple of reliable search engines that can help target your search. **Chegg Internships** (<https://www.internships.com>) provides a comprehensive internship search engine and publishes relevant articles, such as “Getting a Summer Internship Guide” (<https://www.internships.com/career-advice/basics/how-to-find-internships>). **Daybook.com** is another source for DC internships. Although much of their content is hidden behind paywalls, there are often interesting internships to discover. On its site, search “internships” in “Washington, DC”.

DC Internship Programs Serving Minority Students

A number of advocacy organizations host internship programs designed to increase the participation of underrepresented populations in the policy process. Table 1 provides a list of some of the more well-known programs.

¹ Document created July 1, 2021

Table 1. Internship Programs for Underrepresented Populations

AAPD (American Association of People with Disabilities) Summer Internship Program
AIPAC - Diamond Summer Internship Program
American Jewish Committee
APIA Vote
Arab-American Business & Professional Association - Internship Placement Program
Asian Americans Advancing Justice (AAJC)
Asian Pacific American Institute for Congressional Studies (APAICS)
CAIR (Council on American-Islamic Relations)
CCAI (Congressional Coalition on Adoption Institute) -Foster Youth Intern Program
CHCI (Congressional Hispanic Caucus Institute)
College to Congress (C2C)
Conference on Asian Pacific American Leadership (CAPAL)
Congressional Black Caucus Foundation
Congressional Hispanic Leadership Institute - Global Leaders Program
HACU (Hispanic Association of Colleges and Universities)
International Leadership Foundation
Islamic Scholarship Fund - Congressional Policy Internship
Japanese American Citizens League (JACL)
Muslim Public Affairs Council (MPAC) - Congressional Leadership Development Program
Organization of Chinese Americans (OCA) - Asian Pacific Advocates
Public Policy and International Affairs Program (PPIA)
Running Start – Congressional Fellowship
SALDEF (Sikh American Legal Defense and Education Fund)
Southeast Asia Resource Action Center (SEARAC)
The Washington Leadership Program
Udall Foundation - Native American Congressional Internship
US-Asia Institute - IMPACT: Filipino-American National Internship Program
US-Asia Institute - Thai American National Internship Program

US Government

Federal Agencies

In 2010, President Obama issued an executive order creating the Pathways Programs, which are three programs designed to improve the recruitment and hiring of students, recent graduates and persons with advanced degrees.² The Internship Program provides high school and college students with paid internships in federal agencies. The Recent Graduates Program is for individuals who have completed a degree within the past two years. The Presidential Management Fellows (PMF) Program is for individuals who have completed a graduate or

² Office of Personnel Management. "Policy, Data, Oversight," accessed June 19, 2021, <https://www.opm.gov/policy-data-oversight/hiring-information/students-recent-graduates/#url=Overview>.

professional degree within the past two years. For more information about applying for these programs, see <https://www.usajobs.gov/Help/working-in-government/unique-hiring-paths/students/>. US government internships typically require a security clearance prior to the internship start date and are limited to US citizens. Some internships may be paid, while other internships are unpaid. Within each agency there are formal internship programs, with details reported on USAJOBS.gov. Agencies may also offer additional student volunteer opportunities, which can be arranged through contacts within the agency. For example, a former Archer Fellow was recently hired by the Consumer Financial Protection Board (CFPB) and recommended that his boss reach out to the Archer Center for interns. Thanks to this connection, the CFPB now routinely hires multiple Archer Fellows as interns each semester.

White House

The White House Intern Program (WHIP) hires undergraduate and graduate interns to work in a variety of offices within the Executive Office of the President. The program is often suspended when there is a transition in power. In addition, because of the sensitive nature of the internship, students should not be surprised if their social media accounts are scrutinized as part of the hiring/vetting process. The Executive Office of the President includes offices such as the Office of Science and Technology Policy (OSTP) or Office National Drug Control Policy (ONDCP) that focus on less polarizing topics, which can make it easier for an individual who disagrees with the incumbent president to feel comfortable interning during the incumbent's term. General information is available here: <https://www.whitehouse.gov/get-involved/>.

Supreme Court

The Supreme Court Internship Program is over 40 years old and provides undergraduate and graduate interns an opportunity to learn about the role, functions and history of the Court. These internships are unpaid and limited to US citizens. The internships are in four offices: Office of the Counselor to the Chief Justice, Office of the Curator, Public Information Office, and Office of the Clerk. Details are available here: <https://www.supremecourt.gov/jobs/internship/internshipprogram.aspx>. Note that law students are not eligible to apply for these internships. Presumably this is because the interns do not work with any Justices on cases before the Court.

Congress

There are 535 members of Congress in the US House of Representatives and US Senate. This means there are 535 different internship program coordinators (usually recent college graduates and recent interns!) to contact for jobs. Contact the individual member to inquire about internship options. In addition, the congressional committees also offer internships. The Senate Employment Office publishes a regular list of internship opportunities (see <https://www.senate.gov/employment/po/internships.htm>). Internship information in the House of Representatives can be found here: <https://diversity.house.gov/employment/interns>. Members of the House of Representatives have an annual allowance of \$25,000 from the House Paid Internship Program to cover compensation for interns, and members of the Senate receive \$50,000. These funds can be used to pay interns who work in district offices as well as those who work in DC. However, interns paid with these funds “must be part of a demonstrated education

program and may not be employed by the Member for more than 120 calendar days.”³ Senators are also able to use some funds from their Official Personnel and Office Expense Account to pay intern salaries.⁴ Congress members are not obligated to use those funds to pay their interns however.

Library of Congress

The Library of Congress has multiple opportunities for internships and fellowships for undergraduate and graduate students. Most of these are unpaid internships and do not carry a US citizenship requirement. For details, see <https://www.loc.gov/internships-and-fellowships/>.

State Organizations

Some states have an office of state-federal relations in DC. These are usually connected to the governor’s office and may have internship opportunities. The **National Governors Association (NGA)** hosts a variety of interns (see <https://www.nga.org/about/careers/>). For information about internships with the **Republican Governors Association (RGA)** see <https://www.rga.org/internships/>. To apply for an internship with the **Democratic Governors Association (DGA)**,⁵ send a resume and cover letter to internships@dga.net; in the subject line write: “Internship Application, [Your Name]”.

International Organizations

DC is also home to many international organizations, such as the **European Parliament Liaison Office in Washington, DC** (<https://www.europarl.europa.eu/unitedstates/en/internships>) or the **Organization of American States (OAS)** (<http://www.oas.org/en/saf/dhr/internships/>) that offer internships. At **The World Bank (“Bank”)**, internships are mostly for graduate students (see <https://www.worldbank.org/en/about/careers/programs-and-internships/internship>). However, there are cases where specific programs at the Bank may obtain permission to hire a highly motivated and exceptionally talented undergraduate. This information is often generated within personal or professional networks where an intern program director is able to match their talent pool to the needs of the Bank. The **International Monetary Fund (IMF)** internship programs are paid, and open to graduate students and international students (see <https://www.imf.org/en/About/Recruitment/working-at-the-imf/fund-internship-program>). The **United Nations (UN) Foundation** (<https://unfoundation.org/careers/internship-opportunities/>) and **United Nations Information Center (UNIC) Washington** (<https://unicwash.org/internships/>) both have a variety of unpaid internship opportunities for undergraduates and recent graduates. The **Georgetown University School of Foreign Service Graduate Career Center** publishes a helpful list of international organizations with internships in DC: <https://sfsccc.georgetown.edu/services/online-resources/international-organizations/>.

³ U.S. House of Representatives Committee on House Administration, “House Paid Internship Program,” accessed June 19, 2021, <https://cha.house.gov/member-services/house-paid-internship-program>. Brudnick, Ida. 2020. “Members’ Representational Allowance: History and Usage.” Congressional Research Service, updated August 13, accessed June 19, 2021, <https://crsreports.congress.gov/product/pdf/R/R40962>.

⁴ Brudnick, Ida. 2020. “Senators’ Official Personnel and Office Expense Account (SOPOEA): History and Usage.” Congressional Research Service, updated November 5, accessed June 19, 2021, <https://crsreports.congress.gov/product/pdf/R/R44399>.

⁵ Democratic Governors Association. Accessed June 19, 2021, <https://democraticgovernors.org>.

Non-Profit Organizations

Within the DC metropolitan region, there are more than 14,000 non-profit organizations, including 900 international development and relief organizations. Many of these organizations offer internships during the summer and/or academic year. CauseIQ.Com provides a comprehensive list of non-profit organizations across the United States, including detailed information about each nonprofit organization such as financial reports and organizational structure. To customize reports and/or research more than five organizations, you will have to set up a free account with CauseIQ. Table 2 lists the top ten most popular nonprofit organizations operating in the DC area.

Table 2. CauseIQ.Com’s Top 10 Most Popular Washington DC Area Nonprofit Organizations⁶

The Seed Foundation
Recreation Vehicle Industry Association
National Association of Manufacturers
CTIA – The Wireless Association
Freedom Forum
International Foodservice Distributors Association (IFDA)
National Electrical Manufacturers Association (NEMA)
International Masonry Training and Education Foundation IIMTEF)
American Physical Therapy Association (APTA)
Helicopter Association International (HAI)

Media/communications

While New York may be the capital for television news, it is Washington, DC where daily headline news is often generated and reported. Most major domestic and international news organizations have news bureaus in DC. Check each network’s website for internship information. Table 3 provides a partial list of the public, private and non-profit news media and communications organizations that offer DC internships.⁷

Another useful resource is the *Washington Business Journal*, which publishes lists of the largest media and communications organizations in the Greater Washington, DC area (see <https://www.bizjournals.com/washington/datacenter/lists/media-and-communications>). For example, students interested in marketing/public relations careers might find it useful to see that

⁶ “Directory of nonprofits in DC,” CauseIQ.com, accessed June 18, 2021, <https://www.causeiq.com/directory/washington-arlington-alexandria-dc-va-md-wv-metro/>

⁷ In 2011, the Federal Communications Commission issued a report, *The Information Needs of Communities: The Changing Media Landscape in a Broadband Age* (<https://www.fcc.gov/sites/default/files/the-information-needs-of-communities-report-july-2011.pdf>) highlighting the impact of technology on coverage of local and community news. In 2013, the Council on Foundations published a follow-up report, *The IRS and Nonprofit Media: Toward Creating a More Informed Public*, which recommended that the IRS modernize its approach to granting tax-exempt status to “organizations seeking to produce local news and disseminate information in the public interest” (p. 2, <https://www.cof.org/sites/default/files/documents/files/Nonprofit-Media-Full-Report-03042013.pdf>). These types of reports can yield important clues to internship opportunities by identifying relevant stakeholders and policy debates where interns could perform useful work.

of the top five advertising agencies in the DC area, only one is actually located in Washington, DC.⁸

Table 3. Media & Communications Internships

<p>Broadcasters (tv, streaming/digital, radio) ABC News – https://jobs.disneycareers.com CBS News – https://viacomcbs.careers (Search for “CBS News Internships”) CNN – https://warnermediacareers.com/global/en CSPAN - https://cspan.applicantpool.com/jobs/ FOX News - https://foxcareers.com/students NBC News – https://www.nbcunicareers.com/internships (For news, select the Digital Media & Streaming window) NPR – https://www.npr.org/about-npr/181881227/internships-at-npr/ PBS – https://www.pbs.org/about/careers/internships/</p>
<p>Periodicals (print, digital) Axios – News apprentice program (12 months) - https://boards.greenhouse.io/axios/jobs/3068565 National Geographic - https://www.nationalgeographic.org/careers/internships/ Politico - https://www.politico.com/employment Roll Call - https://www.vault.com/internship-program/government/roll-call/internship-opportunities The Hill - https://thehill.com/contact/internships The New York Times - https://www.nytc.com/careers/entry-level/ USA Today - https://usatodaynetworkcareers.com/internships/ Wall Street Journal - https://wsj.jobs Washington Post – summer internship (https://intern.washpost.com)</p>

⁸ Proctor, Carolyn M. 2020. “Largest Advertising Agencies in Greater DC: Ranked by 2019 revenue,” *Washington Business Journal*. July 31, revised August 6, accessed May 7, 2021, <https://www.bizjournals.com/washington/subscriber-only/2020/07/31/largest-advertising-agencies-in-greater.html>.

Media Companies

Atlantic Media - <https://www.atlanticmedia.com/careers/>
Bloomberg - <https://www.bloomberg.com/company/careers/early-career/>
Discovery Communications - <https://corporate.discovery.com/careers/internships/>
Disney - <https://jobs.disneycareers.com>
FiscalNote - <https://careers.fiscalnote.com/about/>
Gallup Organization - <https://www.gallup.com/careers/>
NBC Universal - <https://www.nbcunicareers.com/internships>
Sinclair Broadcast Group - <https://sbgj.net/careers/>
The Economist Group - <https://economistgroupcareers.com/internships/>
Viacom - <https://viacomcbs.careers>
Warner Media - <https://warnermediacareers.com/global/en>

Trade Associations

CTIA (The Wireless Association) - <https://careers.ctia.org>
Motion Picture Association (MPA) - <https://www.motionpictures.org/who-we-are/#careers>
MDDC Press Association (Maryland, DC Press) - <https://mddcpress.com/mddc-reese-cleghorn-summer-internship-program/>
National Association of Broadcasters (NAB) - <https://www.nab.org/careers/default.asp>
National Association of Black Journalists (NABJ) - <https://www.nabj.org/page/internships>
National Press Club - <https://www.press.org/students>
NCTA (The Internet & Television Association) - <https://www.ncta.com/careers>
News Media Alliance - <https://www.newsmediaalliance.org/about-us/contact-us/>
RTDNA (Radio Television Digital News Association) - https://www.rtdna.org/content/about_rtdna

Foundations & Non-Profits

American Press Institute (API) - <https://www.americanpressinstitute.org/publications/api-updates/apply-for-our-summer-internship-in-news-analytics/>
Council on Foundations - <https://www.cof.org/about/work-council>
Philanthropy Roundtable - <https://www.philanthropyroundtable.org/home/about/Employment>
Pulitzer Center - <https://pulitzercenter.org/about/employment-opportunities>
Scripps Howard Foundation - <http://www.shfwire.com/semester-washington-internships-undergraduate-students/>

Lobbying Shops (Law firms, lobbying groups)

Lobbying shops come in all sizes. Some are part of a larger law firm or consulting group, while others are smaller firms or one-person operations that focus on specific policy issues or clientele.⁹ These groups or practices are closely associated with these terms: government relations, government affairs, regulation, federal relations, public affairs, public policy. These lobbyists assist clients in navigating the legislative process in Congress, regulatory and oversight process at federal agencies, and the political and policy process in the executive branch (White House) and with Congress. The lobbyists may be licensed attorneys or non-lawyers with specific expertise in government service or policymaking. Often these are former members of Congress or their staffers, former members of the executive branch or other former government employees. Lobbyists who are not lawyers but who are employed by a law firm will often be listed with the designation “of counsel” to distinguish them from their colleagues who are licensed attorneys.

Law firms

Law firms that also lobby may offer policy internships that are open to undergraduate or graduate students. These internships are different from the summer legal associate programs which are only available to law students. For example, **Holland & Knight’s Public Policy & Regulation Group** hosts an internship program for undergraduates (see <https://www.hklaw.com/en/general-pages/public-policy-and-regulations-internship>); but this opportunity is not listed on the firm’s “Careers” page (<https://www.hklaw.com/en/careers>). Therefore, be sure to inquire with a law firm’s lobbying or government advocacy department about internship opportunities that may not be listed as part of the firm’s student programs. This is also where alumni connections can be extremely beneficial in creating internship opportunities and long-lasting relationships between a university and a firm.

The Center for Responsive Politics uses the mandatory quarterly reports filed by registered lobbyists with the House of Representatives and the Senate to compile useful reports of the law firms and lobbyists doing business in DC (see OpenSecrets.org). Between 2016-2020, over \$73 million was spent on lobbying by lawyers and law firms according to the Center for Responsive Politics.¹⁰ The top 19 law firms in turn spent over \$44 million in campaign contributions to candidates and parties.¹¹ This list can help you identify firms that are engaged in politics and policymaking, which makes it easier to identify relevant alumni connections to your institution. These individuals are good candidates to donate to student scholarships, to host or help find internship placements, and to mentor your students. These firms also have meeting space that

⁹ Center for Responsive Politics, “Top Lobbying Firms,” accessed June 19, 2021, <https://www.opensecrets.org/federal-lobbying/top-lobbying-firms>.

¹⁰ The total calculated from the following data: 2016 (\$14.98 million, <https://www.opensecrets.org/federal-lobbying/industries/summary?cycle=2016&id=K01>), 2017 (\$16.42 million, <https://www.opensecrets.org/federal-lobbying/industries/summary?cycle=2017&id=K01>), 2018 (\$15.51 million, <https://www.opensecrets.org/federal-lobbying/industries/summary?cycle=2018&id=K01>), 2019 (\$12.91 million, <https://www.opensecrets.org/federal-lobbying/industries/summary?cycle=2019&id=K01>), 2020 (\$13.36 million, <https://www.opensecrets.org/federal-lobbying/industries/summary?cycle=2020&id=K01>).

¹¹ Source: “Lawyers & Lobbyists: Top Contributors to Federal Candidates, Parties, and Outside Groups,” <https://www.opensecrets.org/industries/contrib.php?cycle=2020&ind=K> (Accessed 5/11/2021). The list reports the top 20 contributors, but I have omitted the American Association for Justice (#5) since it is not a law firm.

they may be willing to let you use for classes, meetings or social events. For example, the 11-story DC headquarters for the Arnold & Porter Kay Scholer law firm includes some impressive rooftop views of downtown DC, a perfect setting for an alumni reception or meeting with guest speakers.¹²

Table 4. Top DC Law Firms & Total Contributions in 2020

List of Top 19 DC Law Firms ¹³	Total Contributions (2020)
1. Kirkland & Ellis	\$4,555,042
2. Paul, Weiss et al	\$4,019,876
3. Akin, Gump et al	\$3,221,795
4. Latham & Watkins	\$2,875,184
5. Covington & Burling	\$2,640,663
6. Sullivan & Cromwell	\$2,633,104
7. Morgan & Morgan	\$2,518,604
8. WilmerHale LLP	\$2,339,933
9. Sidley Austin LLP	\$2,147,205
10. DLA Piper	\$1,914,284
11. Brownstein, Hyatt et al	\$1,914,137
12. Boyden Gray & Assoc	\$1,807,020
13. Greenberg Traurig LLP	\$1,752,449
14. Morgan Lewis LLP	\$1,685,068
15. Gibson, Dunn & Crutcher	\$1,663,654
16. Arnold & Porter Kay Scholer	\$1,658,258
17. Skadden, Arps et al	\$1,642,797
18. K&L Gates	\$1,588,441
19. Holland & Knight	\$1,574,504

Lobbying Firms

In Washington, there are many lobbying firms that focus on specific policy issues or industries. Often, these firms are established by former members of Congress, congressional staff, or White House officials. The Center for Responsive Politics includes the following firms in their list of top lobbying firms measured by total income (2020, 2021). Some institutions of higher education hire lobbying firms to represent their interests with federal policymakers, which may generate ready-made internship opportunities. Table 5 provides a list of the top 20 lobbying firms in DC in 2021.

¹² HYL Architecture, which designed the office building, provides a description and photos on their website, “Office Snapshots,” accessed June 19, 2021, <https://officesnapshots.com/2020/08/05/arnold-porter-offices-washington-dc/>.

¹³ Center for Responsive Politics, “Lawyers & Lobbyists: Top Contributors to Federal Candidates, Parties, and Outside Groups,” accessed May 11, 2021, <https://www.opensecrets.org/industries/contrib.php?cycle=2020&ind=K>.

Table 5. Top 20 Lobbying Firms for 2021¹⁴

Akin, Gump et al
Brownstein, Hyatt et al
BGR Group
Cornerstone Government Affairs
Holland & Knight
Invariant LLC
Covington & Burling
Squire Patton Boggs
Peck Madigan Jones
Forbes Tate Partners
Mehlman, Castagnetti et al
Capitol Counsel
Crossroads Strategies
K&L Gates
Ballard Partners
Cassidy & Assoc
Thorn Run Partners
Sonoran Policy Group
Van Scoyoc Assoc
Subject Matter

Corporate interests – private sector

Corporate interests, business and industry may be represented by in-house lobbyists and/or by contract lobbyists employed by a law firm or lobbying firm. These companies may have established internship programs or may be open to creating an internship opportunity with the prospect of developing a long-standing internship arrangement with a particular school or program. Reach out to the government relations division or office within the company to inquire about DC internships that focus on policy. Don't be shy about using personal ties (such as alumni connections) to initiate conversations about internship opportunities in these organizations!

Using the Center for Responsive Politics Data to Find an Internship

The Center for Responsive Politics classifies organizations that contribute to federal campaigns according to industry and interest group, making this a great place to start the hunt for a corporate internship in sectors such as health care, finance, communication/electronics, energy & natural resources, defense, agribusiness, construction, transportation/aviation (see <https://www.opensecrets.org/federal-lobbying/ranked-sectors>). Use this list to guide your search for specific companies and to identify individuals affiliated with that company who might be willing to hire interns.

Table 6 illustrates the way the information is arranged. To find a list of companies doing business in the health sector, select one of the industries listed. In this table, you can see there are five industries listed. In the Pharmaceuticals/Health Products industry there are 371 companies

¹⁴ Center for Responsive Politics, "Top Lobbying Firms," accessed June 19, 2021, <https://www.opensecrets.org/federal-lobbying/top-lobbying-firms>.

or organizations listed. Since this list provides information about the companies that made campaign contributions in 2021, it is reasonable to assume they may have internship opportunities in DC. These internships could be focused on policy or politics, for example by working with lobbyists on legislative strategy or with the managers of a company’s political action committee (PAC) to track and evaluate the PAC contributions.

Table 6. Identifying Companies and Individual Lobbyists Who May Hire Interns

Ranked Sectors ¹⁵	Industries ¹⁶	Clients ¹⁷	Lobbyists ¹⁸
<i>Health</i>	<i>Pharmaceuticals/Health Products</i>	<i>Pharmaceutical Research & Manufacturers of America</i> Pfizer Inc. Roche Holdings Merck & Co AbbVie Inc. Biotechnology Innovation Organization Amgen Inc. Gilead Sciences Johnson & Johnson Pharmaceutical Care Management Association Novartis AG Horizon Therapeutics Eli Lilly & Co. GlaxoSmithKline Teva Pharmaceutical Industries Bayer AG Biogen Sanofi CH Boehringer Sohn Medtronic Inc. Association for Accessible Medicines AstraZeneca PLC Abbott Laboratories Alkermes PLC Siemens AG (+346 other organizations)	165 individual lobbyists have listed <i>Pharmaceutical Research & Manufacturers of America</i> as a client.
	Health Services/HMOs	255 organizations	
	Hospitals/Nursing Homes	329 organizations	
	Health Professionals	201 organizations	
	Misc Health	93 organizations	

¹⁵ Center for Responsive Politics, “Ranked Sectors,” accessed May 11, 2021, <https://www.opensecrets.org/federal-lobbying/ranked-sectors>.

¹⁶ Center for Responsive Politics, “Sector Profile: Health,” accessed May 11, 2021, <https://www.opensecrets.org/federal-lobbying/sectors/summary?cycle=2021&id=H>.

¹⁷ Center for Responsive Politics, “Industry Profile: Pharmaceuticals/Health Products,” accessed May 11, 2021, <https://www.opensecrets.org/federal-lobbying/industries/summary?cycle=2021&id=H04>.

¹⁸ Center for Responsive Politics, “Client Profile: Pharmaceutical Research & Manufacturers of America,” accessed May 11, 2021, <https://www.opensecrets.org/federal-lobbying/clients/lobbyists?cycle=2021&id=D000000504>.

Think Tanks (Based in DC or with DC offices)

Information is currency in DC. For this reason, think tanks provide valuable research and analysis to help policymakers make informed decisions. These organizations also depend on interns to assist with research. See the *Global To Go Think Tank Index* for updated rankings on more than 6,000 think tanks (https://repository.upenn.edu/think_tanks/), then go to the organization’s website to obtain specific internship information. Most of these organizations host formal internship programs, although many are unpaid internships. Nevertheless, there are perks such as meeting notable scholars or decision-makers, contributing to published research, and building a professional network that can lead to graduate school opportunities or jobs. The **American Enterprise Institute (AEI)** offers its interns “Complimentary breakfast and lunch prepared by AEI’s own in-house gourmet chef, served in our dining room.”¹⁹

Table 7. Sample List of Washington, DC-based Think Tanks

AEI (American Enterprise Institute)
Aspen Institute
Atlantic Council
Bipartisan Policy Center
Brookings Institution
CAP (Center for American Progress)
Carnegie Endowment for International Peace
CATO Institute
Center on Budget and Policy Priorities (CBPP)
Center for Immigration Studies
Center for New American Security
Competitive Enterprise Institute
Council on Foreign Relations
CSIS (Center for Strategic and International Studies)
Economic Policy Institute
Freedom House
Heritage Foundation
Human Rights Watch
Inter-American Dialogue
Lexington Institute
Mercatus Center at George Mason University
New America Foundation
Stimson Center
Third Way
Urban Institute
Woodrow Wilson International Center for Scholars
Worldwatch Institute

¹⁹ See <https://www.aei.org/internships/program-elements/> (Accessed 5/12/21).

13.4 Dressing for Success: Professional Wardrobe

Dressing for Success: Professional Wardrobe

By Michelle L. Chin
Archer Center
The University of Texas at Dallas

Dressing for success in Washington, DC can be challenging for interns who are used to casual dress on campus. Rebecca Gale (2014) offers this tip: “Learn the office dress code...and err on the conservative side of following it.”¹ She also constructed a quick guide for what to wear in DC office settings (see table 1), whether the setting is a Congressional office, a lobbying firm, or a nonprofit organization.

Table 1. Professional Working Attire Tips (Gale 2014)

<ul style="list-style-type: none">• “Wear a suit the first day of work. Even if it’s recess. Or Friday. Or hot outside. Your first day sets the tone of your internship, and a suit shows you’re taking it seriously.”• “Wear a suit (or jacket and tie, or blazer/slacks/skirt for ladies) every day Congress is in session.”• “Dress up every day the boss is in town. Most offices have a relaxed dress code when Congress is out of session, but if the boss is there, take the extra time to dress in business clothing.”• “Follow the office’s lead. Don’t be the first one to wear jeans or break out into casual Friday polo shirts unless you see your co-workers doing the same thing. And by co-workers, I don’t mean other interns. Take the cues from the higher-ups in the office.”• “Cover up. Keep the short skirts and deep V-neck shirts at home. If you aren’t sure whether it’s office appropriate, it probably isn’t.”• “Stay away from jeans, sneakers, T-shirts and yoga pants. No matter how casual Fridays get, you’re better off in khakis or dress pants than something more comfortable. Wait for the weekends to wear whatever you want. Or wait until your internship is over.”
--

Source: Gale, Rebecca. 2014. “The Quick Guide to ‘Best Intern Ever: How to Ace Your Capitol Hill Internship,’” *Roll Call*, July 16, accessed April 29, 2021, <https://www.rollcall.com/2014/07/16/the-quick-guide-to-best-intern-ever-how-to-ace-your-capitol-hill-internship/>.

Comfortable shoes: It is important to find shoes that are comfortable (and look professional) for walking long distances on hard surfaces. One young congressional staffer experienced excruciating pain in her shins after about 6 months on the job. The doctor diagnosed her with shin splints, caused by walking on the marble floors in her stylish, but orthopedically deficient shoes.

Blazer, suit jacket, tie: When Congress is in session, the staff dress code is formal, modest (suits, jacket and tie, blazer or cardigan and slacks/skirts, dresses with sleeves), and tends to be gender-conforming. In the Senate Member’s Dining room, there is a closet with a selection of sportscoats and ties that are lent to any man who happens to arrive clad in slacks and a shirt. No jacket and tie; no service!

¹ Gale, Rebecca. 2014. “The Quick Guide to ‘Best Intern Ever: How to Ace Your Capitol Hill Internship,’” *Roll Call*, July 16, accessed April 29, 2021, <https://www.rollcall.com/2014/07/16/the-quick-guide-to-best-intern-ever-how-to-ace-your-capitol-hill-internship/>.

Shopping tips

For students on a budget, finding professional clothing that is affordable and comfortable can be challenging. Some suggestions: check the campus career center to see if they have a “career closet” with donated professional clothing. In DC, Suited for Change collects women’s clothing which are available to individuals who need assistance in building a professional wardrobe. A similar organization, Sharp Dressed Man, provides similar services in Baltimore. Across the United States, there are similar organizations that can help students in need.

Programs can also work with consultants to advise students about creating a professional wardrobe. For example, Chanmuny Dy, founder of [The Stylery](http://thestylery.co) (<http://thestylery.co>), created a short video for the Archer Center at The University of Texas System that gives students helpful tips about maintaining a professional look.

How to cite this resource: Chin, Michelle. 2021. “Supplemental Internship Resource: Dressing for Success: Professional Wardrobe,” in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

13.5 Living in Washington, DC: Housing, Food, and Transportation (2021)

Living in Washington, DC: Housing, Food, and Transportation (2021)

By Michelle L. Chin
Archer Center
The University of Texas at Dallas

After having landed an internship in Washington, DC, the next task is to decide where to live, and how to budget properly to survive and thrive in what is arguably one of the most expensive, urban areas of the US. In this resource, students will find tips for securing suitable, safe and affordable housing, reliable transportation; and creating a budget (see also the separate resource, “Sample Budget Worksheet”).

Housing

DC rents are typically higher than what most college students are accustomed to paying. Finding safe, affordable and suitable short-term housing can be a challenge for someone who has never traveled to DC. Students can conduct solo searches for housing by looking at long-term hotel or short-term rentals/sublets on sites like **AirBnB** (<https://www.airbnb.com/>), **Craigslist** (<https://washingtondc.craigslist.org/d/housing/search/hhh>), or **Intern Housing Hub** (<https://www.internhousinghub.com/housing/Washington-D.C.>). Just use caution and be aware of scams. For example, the properties may be in unsafe areas or may not be habitable. Virginia Tech provides some helpful tips for avoiding such scams (see <https://dc.offcampus.vt.edu/avoid-scams-and-fraud>). Students who will be living in DC during the summer should also check with local universities about summer housing. **Local universities (American University, Catholic University, Georgetown University, George Mason University, George Washington University, Howard University, University of Maryland, College Park)** also make dorm space available during the summer term. Go to the university website and look for “summer housing” to find information about availability. Just make sure that the location offers convenient transportation options for safe travel to and from the internship. For example, **Catholic University** (<http://pryzbyla.catholic.edu/conferences/housing/summer-intern/non-cua-student/rates.html>) offers single-occupancy rooms at \$42.00 per night per person on a first-come, first served basis.¹

Alumni connections are another great way to find affordable housing. Recently one woman posted in her local alumni chapter’s Facebook group that her home would be available for free to an alum who could take care of the family cat while they were away for the summer. Living with friends, or **family relatives** is another (obvious) way to save on housing costs. Not many students will be as fortunate as Carlos Molina, a young college student from Healdsburg, CA who spent a week interning in the DC office of Representative Don Clausen (R-CA) and living as a guest of the Congressman and his wife in their home!² Yet generous people remain. In 1989,

¹ The price is current as of June 18, 2021. The stay should be a minimum of 30 consecutive nights, and the rooms are subject to a 14.95% DC occupancy tax. Linens are not included, but a linen pack, which includes a pillow, blanket, two top sheets, pillowcase and towels, is available for rent (\$60 for the entire stay).

² Untitled. 1968. *Healdsburg Tribute, Enterprise and Scimitar*, August 15, accessed June 19, 2021, <https://cdnc.ucr.edu/cgi-bin/cdnc?a=d&d=HTES19680815.2.82&e=-----en--20--1--txt-txIN-%252522congressional+internship%252522-----1>.

when I was offered an unpaid congressional internship, I worried about having to decline the offer unless I was able to find affordable housing. Knowing of my predicament, a former supervisor offered her spare bedroom and only charged me \$100 for the entire 9 week stay. I had a chance to pay it forward in 2014, when my cousin told me her sister-in-law needed a place to stay during her summer internship in DC. The moral of this story: Make the offer or make the ask!

Eating in DC

Eating In

Food, whether at the grocery store or in restaurants, tends to cost more in DC. It is generally cheaper to cook or meal-prep at home. Many DC residents often depend on grocery delivery services such as **Peapod**, **Amazon Prime**, **Instacart**. Major grocery providers that are easily accessible to DC residents include **Whole Foods**, **Giant**, **Safeway**, **Walmart**, **Harris Teeter**, **Trader Joe's**, **Aldi**, **Target**. Popular meal delivery services include UberEats, Grubhub, Doordash, Caviar.

Eating Out

In a 2019 article, “Washington Is the Most Exciting Food City in America,” Kate Krader wrote that “the city has a restaurant scene that mirrors its World Series-winning Nationals—a group of underdogs who are fun to watch as they raise their city to championship levels.”³ There is tremendous diversity in the cuisine available in this region at a variety of price points. The *Washingtonian* magazine publishes a list of best budget restaurants in the DC, Maryland and Virginia area (see <https://washington.org/visit-dc/affordable-budget-friendly-cheap-dining-in-washington-dc>). Budget-conscious interns can also take advantage of happy hour specials, periodic Restaurant Week deals, request lunch portions (and prices), or make a meal out of an affordable appetizer or several side dishes.

The restaurants in the Dirksen Senate Office Building and Longworth House Office Building offer some affordable meal options in addition to the opportunity to see senators and representatives dining casually. The American Grill in the basement hallway between the Hart and Dirksen Senate office buildings has daily breakfast specials that can be stretched to last for two meals. These and other restaurants in the House and Senate office buildings are also great places to hang out to people-watch or network. There is also a café in the Supreme Court where many of the justices are known to eat meals. One group of visiting students were happily surprised when Chief Justice Roberts sat at the next table and visited with them while he ate his lunch.

Receptions and Meetings with Meals

Under non-COVID conditions, it's common to think tanks, advocacy organizations and other groups to host meetings that include some type of refreshment. Look for breakfast briefings to get coffee and breakfast carbs. Lunch briefings will often yield a box sandwich lunch, occasionally a hot buffet or plated meal. Evening receptions will also offer lots of food and

³ Krader, Kate. 2019. “Washington Is the Most Exciting Food City in America,” *Bloomberg*, December 17. <https://www.bloomberg.com/news/articles/2019-12-17/washington-d-c-not-nyc-or-la-is-the-top-food-city-in-america>.

beverage options. If you linger towards the end and come prepared with some zip-top bags or food containers, you can leave with the leftovers that would otherwise be trashed. After one reception that APSA hosted for their congressional fellows, I walked away with a box of cheese, crackers, fruits, and raw vegetables that became ingredients for several dishes (pasta, meatballs, soup). One of my students left a reception with a bag of sliced ham. Unfortunately, by the time he had walked the few blocks to his apartment, he had finished snacking on the meat. (“I should have gotten more!” he laughed when he told me the story.)

Transportation

There are many options for getting around Washington, DC. The District Department of Transportation (DDOT) provides a [page \(https://ddot.dc.gov/page/getting-around-2\)](https://ddot.dc.gov/page/getting-around-2) with information about all options for local transportation. Migo (<https://www.getmigo.com/coverage/us/district-of-columbia/washington-dc/>) provides rankings of the best on-demand transportation apps for DC.

WMATA U-Pass (<https://www.wmata.com/fares/Student-Programs.cfm/>): The Washington Metropolitan Area Transportation Authority (WMATA) created a program to provide university students with affordable public transportation. Universities contract with WMATA to provide their students with a “U Pass” that allows students to travel on the bus or metrorail for \$1 a day. The pass expires at the end of the term.

Scooters: DDOT has a [list \(https://ddot.dc.gov/page/dockless-vehicle-permits-district\)](https://ddot.dc.gov/page/dockless-vehicle-permits-district) of the companies licensed to provide “dockless vehicles” (scooters) in DC.

Bicycles: DC is a bike-friendly city with dedicated bike lanes throughout the city, and Capital Bikeshare that provides access to 500 bicycle stations in the DC metro area. DDOT provides information about bicycle laws and other resources (maps, parking: <https://ddot.dc.gov/page/bicycle-program>).

Carsharing: For information about companies licensed to provide on-street carsharing in DC see <https://ddot.dc.gov/node/480212>. Zipcars are available in convenient locations around town, giving students options for driving out of town. For instance, it’s possible to rent a Zipcar to go to the Shenandoah Mountains for a weekend trip.

Bringing a car to DC

It can be costly and perhaps inconvenient to bring a car to DC, unless the housing and/or internship are located outside DC. The primary concerns when bringing a personal vehicle to DC are the cost and availability of parking. According to SpotHero.Com, the monthly cost of garage parking ranges from \$150-\$411 at commercial garages around DC.⁴ Street parking in certain areas of DC is limited to 2 hours without a residential permit, but students may be eligible to obtain a Reciprocity Parking Permit (<https://dmv.dc.gov/node/1118916>). Some congressional offices may offer free parking for interns, but this varies by office.

⁴ Based on data accessed April 29, 2021.

Gas stations can be difficult to locate in DC. GasBuddy.com provides a list of top 10 lowest gas prices and best gas stations in DC. AAA reports state average gas prices on their website: <https://gasprices.aaa.com/state-gas-price-averages/>.

Traffic congestion: DC traffic is subject to many challenges such as sudden street closures to accommodate presidential (or other dignitary/VIP) motorcades, accidents, bike lanes, and one-way streets. According to StreetLight Data, a data analytics company [I \(https://inrix.pdmdev.co/scorecard-city/?city=Washington%20DC&index=89\)](https://inrix.pdmdev.co/scorecard-city/?city=Washington%20DC&index=89), Washington, DC is the 12th most congested city in the U.S. with about 29 hours lost in congestion in 2020. Drive times in DC vary depending on the time of day, so an eight-mile drive without traffic might take 20 minutes, but 45 minutes with traffic. In Northern Virginia, the state has instituted congestion pricing on its toll roads to allow drivers to pay a toll to avoid congested roads.⁵

Budgeting & Finances

According to [Expatisitan \(https://www.expatisitan.com/cost-of-living/index/north-america\)](https://www.expatisitan.com/cost-of-living/index/north-america), the cost of living in Washington, DC makes it the 4th most expensive city in the United States behind Mountain View, CA, New York City, and San Francisco. Use the sample budget worksheet in section 13.6 to help plan your income and expenses during your DC internship.

Cost of Living

Students can use a cost of living calculator to compare their existing costs with expected costs in Washington, DC. For example, BestPlaces.Net's calculator (<https://www.bestplaces.net/cost-of-living/>) includes an estimate of cost differences for food and groceries, and miscellaneous expenditures like restaurant meals, prepared food, dry cleaning, cosmetics, and haircuts.

Sales Tax

Sales taxes in DC range from 6% on tickets to theaters and entertainment venues, to 10.25% on baseball tickets at Nationals Park and events at the Capital One Arena. There is also an 8% tax on soft drinks and a 10% tax on restaurant meals.⁶

⁵ Schaper, David. 2017. "Are \$40 Toll Roads The Future?" *NPR*, December 12, accessed April 30, 2021, <https://www.npr.org/2017/12/12/570248568/are-40-toll-roads-the-future>.

⁶ Office of the Chief Financial Officer. "DC sales and use tax", accessed June 19, 2021, <https://cfo.dc.gov/page/tax-rates-and-revenues-sales-and-use-taxes-alcoholic-beverage-taxes-and-tobacco-taxes>.

13.6 Budget Worksheet for Internship Away from Home

Budget Worksheet for Internship Away from Home																																																																																																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Program Costs</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">program free</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">housing fee</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Travel Costs (to and from location)</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> <tr><td style="padding: 2px;">flight</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Move-In-Related Costs</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> <tr><td style="padding: 2px;">bedding</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">towels</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">toiletries</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">extra luggage fee</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Total</th> <th style="text-align: right; padding: 2px;"></th> </tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Move-out-Related Costs</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> <tr><td style="padding: 2px;">shipping items home</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">extra luggage fee to bring items home</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Total</th> <th style="text-align: right; padding: 2px;"></th> </tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Resources</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> <tr><td style="padding: 2px;">estimated monthly income</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">financial aid</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other financial award:</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other financial award:</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">allowance from parents</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other income/savings</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other campus/program scholarships</td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Total</th> <th style="text-align: right; padding: 2px;"></th> </tr> </tbody> </table>	Program Costs	Amount	program free		housing fee				Travel Costs (to and from location)	Amount	flight				Move-In-Related Costs	Amount	bedding		towels		toiletries		extra luggage fee		other:		Total				Move-out-Related Costs	Amount	shipping items home		extra luggage fee to bring items home		other:		Total				Resources	Amount	estimated monthly income		financial aid		other financial award:		other financial award:		allowance from parents		other income/savings		other campus/program scholarships		Total		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Monthly Expenses</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> </thead> <tbody> <tr><td style="padding: 2px;">cell phone</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">insurance</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">car payment</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">unexpected expenses/emergency</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">health care-related</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Total</th> <th style="text-align: right; padding: 2px;"></th> </tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Weekly Expenses</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> <tr><td style="padding: 2px;">local transportation</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">groceries</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other meals (lunches/dinners out)</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">entertainment</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">laundry</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">other:</td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Total</th> <th style="text-align: right; padding: 2px;"></th> </tr> <tr><td style="padding: 2px;"> </td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Other Miscellaneous Expenses</th> <th style="text-align: right; padding: 2px;">Amount</th> </tr> <tr><td style="padding: 2px;">class items (books, etc.)</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">car and insurance payment</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">parking (if you bring a car)</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">gas (if you bring a car)</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">extra medical expenses</td><td style="padding: 2px;"></td></tr> <tr><td style="padding: 2px;">entertainment travel (weekend trips, etc.)</td><td style="padding: 2px;"></td></tr> <tr style="background-color: #c6e0b4;"> <th style="text-align: left; padding: 2px;">Total</th> <th style="text-align: right; padding: 2px;"></th> </tr> </tbody> </table>	Monthly Expenses	Amount	cell phone		insurance		car payment		unexpected expenses/emergency		health care-related		other:		other:		Total				Weekly Expenses	Amount	local transportation		groceries		other meals (lunches/dinners out)		entertainment		laundry		other:		other:		other:		Total				Other Miscellaneous Expenses	Amount	class items (books, etc.)		car and insurance payment		parking (if you bring a car)		gas (if you bring a car)		extra medical expenses		entertainment travel (weekend trips, etc.)		Total	
Program Costs	Amount																																																																																																																						
program free																																																																																																																							
housing fee																																																																																																																							
Travel Costs (to and from location)	Amount																																																																																																																						
flight																																																																																																																							
Move-In-Related Costs	Amount																																																																																																																						
bedding																																																																																																																							
towels																																																																																																																							
toiletries																																																																																																																							
extra luggage fee																																																																																																																							
other:																																																																																																																							
Total																																																																																																																							
Move-out-Related Costs	Amount																																																																																																																						
shipping items home																																																																																																																							
extra luggage fee to bring items home																																																																																																																							
other:																																																																																																																							
Total																																																																																																																							
Resources	Amount																																																																																																																						
estimated monthly income																																																																																																																							
financial aid																																																																																																																							
other financial award:																																																																																																																							
other financial award:																																																																																																																							
allowance from parents																																																																																																																							
other income/savings																																																																																																																							
other campus/program scholarships																																																																																																																							
Total																																																																																																																							
Monthly Expenses	Amount																																																																																																																						
cell phone																																																																																																																							
insurance																																																																																																																							
car payment																																																																																																																							
unexpected expenses/emergency																																																																																																																							
health care-related																																																																																																																							
other:																																																																																																																							
other:																																																																																																																							
Total																																																																																																																							
Weekly Expenses	Amount																																																																																																																						
local transportation																																																																																																																							
groceries																																																																																																																							
other meals (lunches/dinners out)																																																																																																																							
entertainment																																																																																																																							
laundry																																																																																																																							
other:																																																																																																																							
other:																																																																																																																							
other:																																																																																																																							
Total																																																																																																																							
Other Miscellaneous Expenses	Amount																																																																																																																						
class items (books, etc.)																																																																																																																							
car and insurance payment																																																																																																																							
parking (if you bring a car)																																																																																																																							
gas (if you bring a car)																																																																																																																							
extra medical expenses																																																																																																																							
entertainment travel (weekend trips, etc.)																																																																																																																							
Total																																																																																																																							
<p style="text-align: center;"><u>Budget Summary</u></p> <p style="text-align: center;">Total resources:</p> <p style="text-align: center;">Total travel costs to and from site:</p> <p style="text-align: center;">Total move-in related costs:</p> <p style="text-align: center;">Total move-out related costs:</p> <p style="text-align: center;">Total remaining budget for monthly and weekly expenses:</p>																																																																																																																							

How to cite this resource: Chin, Michelle. 2021. "Supplemental Internship Resource: Budget Worksheet for Internship Away from Home," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

14.1 Towson University (TU) Program and Internship Course Requirements

Towson University (TU) Program and Internship Course Requirements

The 45 credits required for the major include fifteen 3-credit courses plus evidence of intermediate competency in a foreign language. Depending on a student's level of proficiency, which is determined by a placement test administered by the Foreign Languages Department, this requirement could amount to additional four courses at most. To fulfill the major's core, students must take four courses from three of the five non-language foundation disciplines. Then, students select 10 upper-level courses to focus on a specific world region (Africa, Asia, Europe, Latin America, or Middle East-North Africa) or an international topic (e.g. international development, international security). Students are also required to complete a 3-credit research and practicum course, which can include an internship, study abroad course, discipline-specific research methods course, independent study, or thesis. On occasion, the INST Director can allow an additional course in this area to count as an elective, which is more likely for an internship, independent study, or thesis, whereas discipline-based courses taken in a semester-long study abroad program may be used as electives. The INST internship class, INST 493, falls in this practicum category.

The course learning outcomes were: to develop substantive knowledge of international affairs, including different cultures, histories, economic issues, and political issues; promote critical thinking skills; advance students' abilities to communicate the affective meanings of cultural, historical, economic, or political contexts in written and oral communications; and foster personal and professional skills, including job readiness, networking, and experience connecting classroom knowledge to real-world contexts.

Course requirements for INST 493 (in the period studied) included:

- 1) Preliminary meeting with the INST internship adviser to ensure internship placement acceptability and review requirements
- 2) Initial paperwork delineating internship duties on site, signed by internship on-site supervisor
- 3) Completion of at least 120 on-site hours
- 4) Weekly journals
- 5) Ending semester evaluations, which included a student evaluation of the internship and the on-site supervisor's evaluation of the student and confirmation of number of hours completed
- 6) A 5-page, end-of-semester reflection essay
- 7) A 10-page research paper

Most of these requirements are self-evident, though it should be added that the INST faculty adviser always conducted at least **two phone meetings** with the site supervisor. The first was a preliminary discussion to ensure that course requirements were understood on site; the second was usually a mid-semester check-in. If phone meetings could not be arranged, email exchanges filled in on the same basic schedule.

The **weekly journals** were designed to get a snapshot of how the student was doing that week, review major duties, and provide an opportunity for feedback. Students were told not to just list

duties undertaken, but instead to focus on one or two key events or activities that week and what was learned or gained from that experience. The event could include what a student learned as a passive observer or as an active participant in the organization. Either way, the student was asked to reflect on how that experience impacted them professionally or personally and was submitted via email. The INST faculty adviser replied to each journal entry, sometimes with professional advice and sometimes with needed encouragement.

At the end of the semester, students handed in a **five-page reflection paper** which reviewed overall lessons learned, key experience gained, and the student's self-evaluation of professional and personal gains. The **research paper** addressed a topic agreed upon by the adviser and student around mid-semester and had to be a traditional research product connected in some way to the student's internship placement. For example, a student working with a refugee family from Syria could write a paper on the circumstances which compelled the family to flee or the immigration process.

Although individual requirements composed by the students were given letter grades, the course itself was graded as Satisfactory/Unsatisfactory due to the fact that students conducted much of their work in a wide variety of cultural contexts where common grading norms and performance standards could not be guaranteed. As an S/U graded class, there were also no weighted percentages assigned, and there were few problems in assigning a grade of Satisfactory. While this grading scheme followed accepted practices on campus at the time, updates include readjustments to the percentages counted for different assignments.

How to cite this resource: McCartney, Alison Rios Millett. 2021. "Supplemental Internship Resource: Towson University (TU) Program and Internship Course Requirements," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

14.2 USC International Relations Program and Internship Course Requirements

University of Southern California (USC) International Relations Program and Internship Course Requirements

The International Relations major at USC requires completion of 48 units consisting of four lower-division and eight upper-division courses. Of the eight, one must be from each of the four fields, one must be a regional course, one must be a 400-level course, and the remaining two are electives.¹ In addition, students are required to complete four semesters of a single foreign language. International Relations Global Business students apply for admission into the major with junior standing after they have completed specific courses required for admission with a 3.0 GPA or better. Half of their units include IR coursework and the other half are courses in the Marshall School of Business. In IR, they take one course from the field of International Political Economy, one regional course, one 400-level course and three upper-division electives.²

Our internship course is an elective, independent study course centered on the internship experience where students are responsible for their own placements. A central objective is to build a connection between academic training and career possibilities for any IR major. As a result, it does include a significant learning component separate from the work experience itself.

Course requirements include:

1. Orientation meeting with the faculty instructor to discuss internship placement and/or pre-approval of placement.
2. Successful completion of the minimum 120 hours of internship verified with a supervisor evaluation form (35% of the student grade).
3. An 8-10 page original research paper (35% of the grade) on a topic selected by the student and verified by the instructor. Students are encouraged to select a topic that links career interests to their internship work and their research interests. Students meet a minimum of three times with the faculty advisor to review their method selection, outline, and first draft of the paper.
4. Attendance at least one pre-professional session organized by the Career Office in the College of Letters, Arts, and Sciences or another off-campus event that can serve as an appropriate substitute for career exploration and preparation. Students report back by summarizing the key takeaways from the event (15% of the grade).
5. Career-related assignment where students have choice of completing: 1) an informational interview with an individual outside of the University, for those who are unsure of what career path they would like to pursue, 2) an event write-up for those who are pursuing more research-oriented careers or are learning about substantive issues in international affairs, or 3) an exit interview for those who have identified positions post-graduation and need to engage in an assessment of their strengths and weaknesses in a professional setting (15% of the grade).

¹ Our fields include 1) Culture, Gender and Global Society, 2) Foreign Policy Analysis, 3) International Political Economy, and 4) International Politics and Security Studies.

² IRGE major consists of 48 units distributed across Economics and IR coursework. This is an interdisciplinary major for students who wish to develop strong foundations in economic analysis and to be able to apply these tools in the context of global economy. INCO requires between 51 and 54 units of courses that include a mix of IR and Information Technology courses. This is an interdisciplinary major developed in conjunction with the Viterbi School of Engineering. In the IR Department, students take courses focused on intelligence, technology, security, violence, finance, and regional coverage. It is our impression that the IRGE majors pursue research opportunities during the year and apply for lucrative, paid, data science-oriented opportunities during the summer. The program does not attract students from the INCO major because it is a brand new major for the IR program and their students typically do not take internships for course credit. Opportunities are identified through an established network managed by the student organization Cyborg and their faculty advisor.

14.3 International Internship Listings

International Internship Listings¹

This document contains listings for internationally-focused internships in the US or abroad. Some are paid (these are marked with an asterisk) but most are unpaid.*

Listings are roughly organized into four separate tables: (A) International Internship Programs, which are full-scale work-and-study programs that tend to offer multiple placements; (B) International Affairs/International Relations Internships; (C) International Policy and Research Internships; and (D) International Studies/International Business Internships.

Note: Search for “internship” on each website if the page does not load immediately.

A. INTERNATIONAL INTERNSHIP PROGRAMS	
Educational Programmes Abroad	https://www.epa-internships.org/
The Fund for American Studies / DC Internships.org**	https://www.dcinternships.org/
Go Overseas	https://www.gooverseas.com/internships-abroad
IES Abroad (Institute for the International Education of Students)	https://www.iesabroad.org/ies-internships/full-time-internship-programs#paragraph-view-5621
IPSL Global Institute (formerly International Partnership for Service-Learning and Leadership)	https://www.ipsl.org/
The Washington Center (TWC) Global Competencies Internship Program**	https://twc.edu/programs/global-competencies-internship-program
US Department of State Student Internship Program (in DC or abroad) OR US Department of State Pathways Internship Program	https://careers.state.gov/interns-fellows/student-internships/ OR https://careers.state.gov/work/pathways/internship-programs/

Links current as of July 2021

***This program is reviewed in the chapter about DC Internships by Michelle Chin, and more information can also be found in a Supplemental Resource.*

NOTE: Organizations marked with an (*) asterisk offer paid internships.

¹ Source: Teaching + Learning Commons. 2021. “Academic Internship Program.” UCSD. <https://aip.ucsd.edu/programs/ucdc/dc-internships/internship-list/international-affairs.html>.

Listings are subject to change. Inclusion in this list is not a guarantee that an internship is available or that a program is being offered. Check with the organization’s internship coordinator or visit their website for more information.

B. INTERNATIONAL AFFAIRS / INTERNATIONAL RELATIONS	
Africa-American Institute*	https://www.aaionline.org/
American Foreign Policy Council	https://www.afpc.org/about/internships
American Foreign Service Association*	https://www.afsa.org/internships-afsa
American Israeli Public Affairs Committee	https://www.aipac.org/connect/students/diamond-internship
American Jewish Committee*	https://www.ajc.org/
American Pakistan Foundation	https://shallot-ocelot-bxxc.squarespace.com/apf-fellows-program
AmidEast	https://www.amideast.org/about-amideast
Asia Foundation*	https://asiafoundation.org/
British American Security Information Council*	https://basicint.org/
Commission on Security and Cooperation in Europe	https://www.csce.gov/about-csce/join-our-team/max-kampelman-fellowships
Council on Foreign Relations	https://www.cfr.org/career-opportunities/internships
Council on Hemispheric Affairs	https://www.coha.org/internships/about-internships/
Eurasia Foundation	https://www.eurasia.org/CareerOpportunities
Foreign Embassies of Washington, D.C.	https://www.embassy.org/embassies/
Fund for Peace*	https://fundforpeace.org/internships/
Institute for Science & International Security*	https://isis-online.org/about/internships/
Inter-American Dialogue	https://www.thedialogue.org/careers/
Internships in International Affairs	http://cei-internship.squarespace.com/
Japan-America Student Conference	http://iscdc.org/
Middle East Institute	https://www.mei.edu/get-involved/internships
National Council on US-Arab Relations	https://ncusar.org/internship
National Democratic Institute of International Affairs*	https://www.ndi.org/careers
North Atlantic Treaty Organization	https://www.nato.int/cps/en/natolive/71157.htm
National Endowment for Democracy	https://www.ned.org/about/jobs/
National Security Archive	https://nsarchive2.gwu.edu/nsa/archive/intern.html
Organization of American States	http://www.oas.org/en/saf/dhr/internships/
Search for Common Ground	https://www.sfcg.org/
United Nations	https://www.un.org/development/desa/youth/opportunities-within-the-un/internships.html

U.S. Department of State	https://careers.state.gov/interns-fellows/student-internships/
U.S. Agency for International Development (USAID)	https://www.usaid.gov/work-usaid/careers/fellows-program
World Affairs Councils of America	https://www.worldaffairscouncils.org/

C. INTERNATIONAL POLICY AND RESEARCH	
Alliance for International Educational and Cultural Exchange	https://www.alliance-exchange.org/explore-exchanges/internship-exchange/
American Foreign Service Association*	https://www.afsa.org/internships-afsa
American Jewish Committee*	https://www.ajc.org/careers#internships
Amnesty International – USA	https://www.amnestyusa.org/careers/
The Aspen Institute*	https://www.aspeninstitute.org/careers/career-opportunities/
Atlantic Council	https://www.atlanticcouncil.org/careers/internships/
Center for Immigration Studies	https://cis.org/Center-Immigration-Studies-Internship-Program
Center for International Policy	http://ciponline.org/GFIinternships.html
Center for Security Policy	https://centerforsecuritypolicy.org/about-us/internships/
Center for Strategic & International Studies	https://www.csis.org/programs/about-us/careers-and-internships/internships
Competitive Enterprise Institute	https://cei.org/internships/
Foreign Affairs Information Technology Fellowship	https://twc.edu/programs/foreign-affairs-information-technology-fellowship
Foundation for the Defense of Democracies	https://www.fdd.org/jobs-and-internships/
Fulbright Canada Globalink program	https://www.fulbright.ca/programs/undergraduate-students/fulbright-canada-mitacs-globalink-program
Institute for Policy Studies	https://ips-dc.org/about/jobs-internships/#Internships

Institute for Science & International Security*	https://isis-online.org/about/internships/
Israel Policy Forum	http://www.israelpolicyforum.org/
Latin America Working Group	https://www.lawg.org/internship-application/
National Defense Council Foundation	http://www.ndcf.org/
National Security Archive	https://nsarchive.gwu.edu/jobs-internships
World Jurist Association	https://worldjurist.org/
Washington Institute for Near East Policy	https://www.washingtoninstitute.org/about/employment-opportunities - research-intern
Washington Office on Latin America	https://www.wola.org/get-involved/internships/
Women's Foreign Policy Group	https://www.wfpg.org/internships

D. INTERNATIONAL STUDIES / INTERNATIONAL BUSINESS

Center on Budget & Policy Priorities*	https://www.cbpp.org/internships
Citizens Network for Foreign Affairs*	https://www.cnfa.org/opportunities/
Corporate Council on Africa	http://www.africacncl.org/careers
Citizens Network for Foreign Affairs*	https://www.cnfa.org/opportunities/
Department of Commerce International Trade Administration	https://www.trade.gov/
Economic Strategy Institute	http://www.econstrat.org/publications/op-eds/56-about-us/about-the-institute/26-esi-internships
European Union in the U.S.	https://eeas.europa.eu/delegations/united-states-america/area/jobs-funds_en
Inter-American Dialogue	https://www.thedialogue.org/careers/
International Law Institute	http://www.ili.org/opportunities/internships.html
Korea Economic Institute	https://keia.org/about/get-involved/internship-opportunity-faq/
Public Citizen*	https://www.citizen.org/internships/
U.S. Chamber of Commerce	https://www.uschamber.com/about/careers#internships
U.S. Russia Business Council*	https://www.usrbc.org/
Washington International Trade Association	http://www.wita.org/internships/

How to cite this resource: Van Vechten, Renée B. 2021. "Supplemental Internship Resource: International Internship Listing," in *Political Science Internships: Towards Best Practices* eds. Renée B. Van Vechten, Bobbi Gentry, and John C. Berg. Washington, DC: American Political Science Association.

15.1 Tips for Facilitating Remote or Virtual Work

CALIFORNIA STATE UNIVERSITY LONG BEACH

FACILITATING REMOTE WORK

TIPS FOR INTERNSHIP, SERVICE LEARNING,
AND PRACTICA FACULTY AND STAFF



Much has changed on campus and in our local community during the ongoing COVID-19 public health crisis. But what has not changed is that our community partners have needs—in some cases more than ever. As well, our students have important knowledge and skills that they seek to further develop. Faculty and campus staff can play an important role in facilitating this mutually beneficial exchange—even when it will most likely occur remotely.

To help you accomplish this successfully, we start with key steps to make a solid match with a community site. We also offer tips for facilitating remote experiential placements for students. To help you advocate for and coordinate student work, we provide examples of work that can be done well remotely and that can pave the way to productive collaborations. Finally, we offer resources to gather additional assistance and support.

STEPS TO MATCHING WITH A COMMUNITY SITE

- ▶ Identify whether the community site complements students' coursework or degree objectives
- ▶ Understand the needs of community sites and recognize these needs may have changed since your last contact with them
- ▶ Have a conversation with community sites about their new needs. Questions to consider asking:
 - ▶ *In the past, I know our students have worked with you on [project]. I am wondering if [project] is still your priority or if your focus has shifted to other projects? Is there an opportunity for students to support this work remotely?*
 - ▶ *What type of remote work or projects do you need assistance with now?*
 - ▶ *Do you have additional needs that have emerged due to recent events or other emergent social justice issues?*

FACILITATING REMOTE EXPERIENTIAL PLACEMENTS WITH STUDENTS

- ▶ Help identify the type of work and community sites related to students' professional goals. Questions to ask students:
 - ▶ *What are your professional goals?*
 - ▶ *What type of work do you think will help you take the next step towards your career?*
 - ▶ *What types of skills and experiences are you wanting to gain in the community?*
- ▶ Identify skills students have that could be applied to support their community sites remotely
- ▶ Ensure students understand the connection between their coursework and experiential placements
- ▶ Recognize students' capacity to complete work remotely. Questions to ask students:
 - ▶ *Are there any limitations or challenges you anticipate that might affect you successfully working with a site remotely? (e.g., technology, scheduling). [This might be an appropriate time for instructors to mention to students any special site requirements such as background checks, fingerprinting, etc.]*
 - ▶ *Is there any support you will need to be prepared to complete this work assignment?*

How to cite this resource: Cabrera Rasmussen, Amy, and Sarah Taylor. 2020. Facilitating Remote Work: Tips for Internship, Service Learning, and Practica Faculty and Staff. California State University Long Beach: Division of Academic Affairs, Interim Dean for Student Success, and Center for Community Engagement. https://csulb-my.sharepoint.com/:b/g/personal/amy_rasmussen_csulb.edu/ERYGuT9eOqtFrBdrwhHoGa4Bbux7_LGJek_NpX1faGKyLg?e=bgn3cS