

STUDENT AFFAIRS INTERNSHIP HANDBOOK



COLLEGE OF EDUCATION
DEPARTMENT OF LEADERSHIP & COUNSELING
John W. Porter Building, Suite 304
Ypsilanti, Michigan 48187
OFFICE: 734.487.0255
FAX: 734.487.4608
WEBSITE: www.emich.edu/coe/departments/leadership-counseling/

March 2016

Table of Contents

A Personal Letter to Potential Internship Students.....	1
Introduction	2
Purpose of Internship	3
Internship Site Selection and Preparing for the On-Site Interviews	3
The Internship.....	4
The Step-by-Step Process	6
Role of the Program Faculty	7
Role of the Site Supervisor.....	7
Professional Behavior	8
Appendix A – The Internship Application	9
Appendix B –Internship Job Description.....	10
Appendix C – Internship Weekly Log Sheet	13
Appendix D – The Internship Tally Sheet for Semester	14
Appendix E – Site Supervisor Evaluation	15

Dear Internship Student:

Welcome. You are approaching your internship placement in higher education student affairs (HESA), which should serve as an opportunity to apply principles and practices that you have learned during your program of study. In order to maximize this experience, careful planning is essential.

This handbook is designed to assist you in planning for and successfully navigating your internship in the student affairs program.

Please read this handbook carefully! It will provide much information for which you will be responsible and should serve as an invaluable guide. After reading this handbook, it will be helpful to schedule an appointment with your faculty advisor to discuss your plans.

We are looking forward to assisting you in the internship process!

EDLD Faculty

INTRODUCTION

This handbook is a guide to help develop your internship in **student affairs practice**. The handbook reviews basic information about the goals for the internship, departmental expectations, procedures for site selection and registration, professional behavior, and assessment of the experience. The Internship Evaluation follows ACPA/NASPA Professional Competencies (2015). Forms for record keeping and documentation are included in the Appendix.

As a graduate student in student affairs, you are required to complete two (2) internships (although those students with full-time professional positions may waive the internship with an elective course in consultation with your faculty advisor). Not recommended due to competitive job market, is applying one's graduate assistantship (consult your faculty advisor and follow same procedures for applying for an internship). By completing two internships, this aspect ensures compliance with the Council for the Advancement of Standards in Higher Education (CAS). The CAS Standards recommend a minimum total of 300 hours of supervised practice, consisting of at least two (2) distinct internships, as a requirement. It also provides students with exposure to different functional areas in student affairs/higher education. The internship is 2 credits. Students must complete EDLD 550 and 551 prior to their internship. Only 1 internship placement is allowed per semester. In addition, students must be in good academic standing (3.0 GPA) with the Graduate School to be eligible for the internship.

In the selection of an internship, a student has considerable influence in the selection of the setting for the internship. Therefore, you are encouraged to **select your site carefully**, based on your professional goals, interests, abilities, and skills, and the type of students served in the setting, types of services provided in the setting, and the staffing needs of the site. However, please note that while you are given considerable freedom in selecting a site, selections are subject to approval by **your faculty advisor**.

Note: In recent years, several major student affairs professional associations, such as, ACPA, NODA, NACA, and ACHOU-I announce opportunities for internships at institutions in other states. Most of the associations announce the availability for site positions in late Fall or early Winter, with the internship conducted during the Spring or Summer months. For more information about these opportunities, contact your faculty advisor.

PURPOSE OF THE INTERNSHIP

The internship is designed for students to actively apply the **knowledge, skills, and behaviors** acquired during the program of study. The internship provides a student with some practical day to day experiences in a student affairs/higher education setting. More specifically, the goals of the internship are:

- Developmental work with individual and group of students (undergraduates).
- Program planning, implementation, and evaluation.
- Staff training, advising, or supervision; and Administrative functions and processes.
- Provide “direct service” to or with college students.
- An opportunity to explore and receive on-the-job work experience to position oneself for the next stage in your professional career.

In other words, a student in an internship learns and experiences, under supervision, the duties and responsibilities of a person and professional who is employed at an educational institution. In addition, students may have specific professional goals that they seek to fulfill during the internship.

INTERNSHIP SITE SELECTION AND PREPARING FOR THE ON-SITE INTERVIEWS

The prospective student for an internship and the **faculty advisor** cooperatively select appropriate educational settings for the internship. It is not appropriate for a student to approach a possible setting without first discussing this plan with their **faculty advisor**. It is suggested that students discuss his or her goals and potential internship sites with their faculty advisor up to 3 months prior to the actual beginning of the internship.

The approval of an internship site is based upon the kinds of experiences offered, the quality of supervision, the quality of support provided for the student, the ability of the site to meet or exceed the program expectations, and provide sufficient working hours. Internship have been conducted at career service centers, admissions, housing, financial aid offices, academic advising, multi-cultural centers, student activities, orientations programs, learning centers, athletic advising, judicial offices at Eastern Michigan or other higher education institutions.

Students need to prepare carefully for the interview for the internship in order to present themselves as developing professionals. Students should take the following material to the interviews with the site supervisors/directors:

1. A one-two page typed resume

Faculty does not place the student. It is the responsibility of the site supervisor to accept or reject a student. After acceptance by a site supervisor, the student is required to complete an internship application form ([Appendix A](#)) and submit it to their faculty advisor the month prior to their internship semester.

THE INTERNSHIP

During the first week of the semester, students are expected to prepare their professional goals and activities statement (job description) for discussion with their site supervisor and faculty internship supervisor. Students are expected to keep a weekly log and semester tally sheet that shows the amount of time with specific functions performed (see Appendices). At the end of the internship, the student submits a final report that includes the following components: the final tally sheet and site supervisor's evaluation (see Appendices).

Assessment is a key part of the on-going learning experience for the student and the supervisors. In fact, ACPA/NASPA *Professional Competences* (2015) are utilized for the site supervisor's evaluation.

If difficulties arise during the internship, please contact the faculty/ internship instructor so that the issues can be discussed.

Near the end of the internship, the student is required to be evaluated by the site supervisor. The site supervisor's evaluation is discussed with the intern and a copy is provided to the faculty/internship instructor.

In addition to the on-site experiences and individual supervision, all students are required to participate in-group supervision on campus. Students should plan to spend an average of 2.0

hour bi-monthly meetings with on campus group supervision with a Faculty/Internship Instructor.

If you intend to start your internship sometime during Summer semester and complete it in the middle of Summer semester, you must register for May/June Internship. You will receive an "IP"- in progress grade.

If your internship is not located in Ypsilanti, it is important to register for the May/June Internship. Students receive supervision- typically by conference call or Skype.

If you have been granted an "IP" grade at any time during the year you must arrange with the internship professor to participate in class sessions until the "IP" has been completed.

THE STEP-BY-STEP PROCESS

Here is a short guide to completing the Internship process:

- Step 1. Upon admission to the SA program, each student is required to meet with his/her advisor to set up an individual plan of study to discuss other expectations of the program. At this time you should begin thinking about your future internship. It is essential to plan ahead in order to commit necessary time and resources to complete the internship.
- Step 2. Discuss the nature of the internship and your professional goals with your academic faculty advisor 3-6 months before your first internship. Prior to internship, both ELDL 550 & 551 are required to be completed.
- Step 3. Prepare a one-two page resume prior to interviewing for internship.
- Step 4. Identify placement sites with the assistance of your academic faculty advisor.
- Step 5. Select approximately three potential sites and contact people at the sites concerning the availability of an internship and to arrange for interviews that were discussed with your academic faculty advisor.
- Step 6. Continue discussions regarding site selections with your advisor and/or inform the advisor of a selection of a site where you have been accepted by the site supervisor.
- Step 7. Submit an internship application in order to be registered for class. [see appendices]
- Step 8. Receive the official registration information from the faculty advisor via email.
- Step 9. Meet with your site supervisor and establish written goals and objectives (job description) during the first week of your internship. Copies of "goals and activities" statement are to be provided to the site supervisor and the faculty internship instructor.
- Step 10. Attend the group supervision sessions on the university campus. The campus faculty instructor will outline expectations concerning logs, record keeping, assessment procedures, and reports.
- Step 11. Request that the site supervisor complete the final evaluation form and return the original to the faculty/internship instructor. Internships are graded on a credit/ no credit basis. If the appropriate clock hours are not completed during the semester enrolled, an "IP" (In Progress) is assigned. Continued contact with your faculty internship instructor is crucial.
- Step 12. Ensure that the following items have been submitted to the EMU campus faculty internship at the end of the internship: (1) Tally Sheet for the semester; (2) Site Supervisor Evaluation Form.
- Step 13. Consider requesting a letter of recommendation from your site supervisor for your credential file.

Reminder: Students who may have difficulties at their internship are required to discuss these issues with faculty instructor as soon as the issue occurs.

ROLE OF PROGRAM (DEPARTMENT) FACULTY

Faculty plays an integral role in the internship process. Faculty provide advice on site selection, the preparation for interviews at sites, site selection and acceptance, new internship site development, application procedures and process, group supervision, site visitations with the student and site supervisor for assessment of the student's progress, communication with site supervisors and administrators on the internship and related issues, and evaluation of all components of the internship.

While in the internship, a faculty member is assigned to provide group supervision and to encourage and support the student in the process of having a positive internship. Interns meet with other interns in a class setting during the internship for group supervision.

ROLE OF THE SITE SUPERVISOR

The site supervisor is a person who is willing to supervise and serve as a mentor for a developing professional. The site supervisor is the key person at the setting who facilitates and supervises all of the activities in your internship.

According to the CAS standards, site supervisors must meet the following criteria:

1. a minimum of a master's degree in counseling/student affairs/higher education or a closely related field or equivalent work experience, and
2. knowledge of the program's expectations, requirements, and evaluation procedures for students.

New site supervisors are requested to send a resume of their education, experience, and professional activities along with information about the services and functions of the placement setting (if the supervisor is not familiar with program faculty).

Site supervisors are expected to provide one (1) hour of face-to-face supervision each week during internship. Supervisors provide a final evaluation of the intern. This evaluation is based on NASPA and ACPA's Professional Competencies (2010).

PROFESSIONAL BEHAVIOR

Failure to perform professionally during an internship may result with a grade of non-credit and initiate academic disciplinary action.

During the internship and master's program, students are to practice strong professional skills and behavior. Academic disciplinary action may be initiated when a student exhibits a documented pattern of behavior which may include, but not limited to the following:

- Lack of attendance or lateness during internship.
- Poor interpersonal skills and inability to work with others, evidenced by site supervisor, faculty supervisor, other students or departmental faculty.
- Unethical, threatening or unprofessional conduct.
- Lack of insight into own behavior and frequent blame of others or external factors for failures and difficulties in the academic or internship environment.

When a faculty member (or an internship supervisor) has a concern about a student's academic behavior or performance, the faculty member will notify the student's advisor who will then convene an informal review. The purpose of this meeting is not to be interpreted as disciplinary but rather as an effort to assist the student in finding ways to improve his/her performance or to explore the option of the student voluntarily leaving the program.

The informal review conference will consist of the student, the student's advisor and faculty member. If the faculty member with the concern is also the student's advisor, the faculty member and the student can mutually agree to either meet without a third person, ask another faculty member to sit in on the meeting or take the issue directly to the formal review process.

At the conclusion of the informal review conference, the advisor and faculty member will either refer the student to the formal review process or will work with the student to develop a corrective behavior plan. A written copy of the plan, documenting the outcome of the informal review conference, including a copy of any plan, signed by the student's advisor, faculty member, and the student, will be given to the student and copy will be placed in the student's departmental file.

STUDENT AFFAIRS INTERNSHIP APPLICATION FORM

(Please type or print neatly)

Last Name, First Name

Student Number

E-mail

Date

Return this form to your faculty advisor. Your advisor will review and submit the form to be processed. After processing, if approved, you will receive an email regarding registration for the course.

A student can only register for 1 internship per semester, internship involves a class.

*** You must be registered the term you are accumulating internship hours and receiving internship supervision.**

Internship semester/term: FA WI SU (May/June) SU (July/Aug)

Type of Internship: Internship I Internship II

You must have completed EDLD 550 and EDLD 551 to register for an internship.

Please describe the placement setting, the intended activities, reasons for selecting this site, and goals for the internship (see sample Internship statement, Appendix B): attach this statement to your application form.

Agency Name

Supervisor's Name

Supervisor's Title

Supervisor's Phone Number

Supervisor's Email

Return this form to:

To your Faculty Advisor
Department of Leadership and Counseling
John W. Porter, Bldg Suite 304
Eastern Michigan University
Ypsilanti, MI 48197
Fax: (734) 487-4608

- FOR DEPT USE ONLY -	
<input type="checkbox"/> Approved <input type="checkbox"/> Denied	
_____ Advisor Signature	_____ Date
_____ Processor Signature	_____ Date

Internship Job Description*

2016-2017

Internship job title:

Office location/address:

Website:

Name of supervisor:

Supervisor's phone number and e-mail address:

Number of hours per week:

Approximate start date:

Approximate end date:

As an intern, you will gain experience in or exposure to the following areas

	High	Medium	Low	None
Advising and Supporting				
Student Learning & Development				
Personal & Ethical Foundations				
Law, Policy & Governance				
Assessment				
Technology				
Leadership				
Issues of Social Justice				
Budget Management				
Crisis Management				
Student Advising/Coaching				
Event Planning				
Programming/Student Activities				
Facilitation/Public Speaking				
International/Study Abroad				
Advancement/Alumni Building				
Supervision				
Marketing/Communications				

Job Description: (please describe the job description)

This Internship is ideal for those who are interested in:

What are the benefits of working in this office:

As a supervisor, my work style is:

Work expectations include:

*Measurable Learning Outcomes: These are examples listed below—delete and add
(Action Verb, Measureable Amount, Skill/Knowledge/information)*

Develop # workshops on time management for first year students.

Advise # students at the advising center.

Supervise undergraduates planning a program for first year students.

Attend # staff meetings or training meetings

Additional comments:

Next steps:

**Format based on Internship Description @ UM Michigan Engineering 2015-16*

Interns will / will be able to...

_____ at the conclusion of the internship.

ACTION VERB **MEASURABLE AMOUNT** **SKILL / KNOWLEDGE / INFORMATION**

Sample: Participants will be able to **EXPLAIN THREE WAYS** to **RESOLVE A ROOMMATE CONFLICT** after attending the session “Getting Along with your roommate.”

ACTION VERB	This is the action or the way that the interns will achieve the skill, knowledge or information you want them to learn.
MEASURABLE AMOUNT	Pick a <i>realistic</i> and <i>attainable</i> number of items or times you think an intern can display your achieved objective.
SKILL / KNOWLEDGE / INFORMATION	This is the content, item that you want participants to walk away with, or perform because of your session.

Remember		Understand		Apply			Analyze		Create		Evaluate	
Cite	Quote	Add	Extrapolate	Acquire	Discover	Price	Analyze	Figure out	Animate	Improve	Appraise	Rate
Define	Read	Approximate	Factor	Adapt	Draw	Process	Audit	File	Arrange	Incorporate	Assess	Recommend
Describe	Recall	Articulate	Generalize	Allocate	Employ	Produce	Blueprint	Group	Assemble	Integrate	Compare	Release
Draw	Recite	Associate	Give	Alphabetize	Examine	Project	Breadboard	Identify	Budget	Interface	Conclude	Select
Enumerate	Recognize	Characterize	Infer	Apply	Exercise	Provide	Break down	Illustrate	Categorize	Lecture	Contrast	Summarize
Index	Record	Clarify	Interact	Ascertain	Explore	Relate	Characterize	Infer	Combine	Model	Counsel	Support
Indicate	Repeat	Classify	Interpolate	Assign	Expose	Round off	Classify	Interrupt	Compile	Modify	Criticize	Test
Label	Reproduce	Compare	Interpret	Attain	Express	Sequence	Compare	Inventory	Compose	Network	Critique	Validate
List	Review	Compute	Observe	Avoid	Factor	Show	Confirm	Investigate	Construct	Organize	Defend	Verify
Match	Select	Contrast	Paraphrase	Back up	Figure	Simulate	Contrast	Layout	Cope	Outline	Determine	
Meet	State	Convert	Predict	Calculate	Graph	Sketch	Correlate	Manage	Correspond	Overhaul	Discriminate	
Name	Study	Defend	Review	Capture	Handle	Solve	Detect	Maximize	Create	Plan	Estimate	
Outline	Tabulate	Describe	Rewrite	Change	Illustrate	Subscribe	Diagnose	Minimize	Debug	Prepare	Evaluate	
Point	Trace	Detail	Subtract	Classify	Interconvert	Tabulate	Diagram	Optimize	Depict	Prescribe	Explain	
	Write	Differentiate	Summarize	Complete	Investigate	Transcribe	Differentiate	Order	Design	Produce	Grade	
		Discuss	Translate	Compute	Manipulate	Translate	Discriminate	Outline	Develop	Rearrange	Hire	
		Distinguish	Visualize	Construct	Modify	Use	Dissect	Point out	Devise	Reconstruct	Interpret	
		Elaborate		Customize	Operate		Distinguish	Prioritize	Dictate	Relate	Judge	
		Estimate		Demonstrate	Personalize		Document	Proofread	Explain	Reorganize	Justify	
		Example		Depreciate	Plot		Ensure	Query	Facilitate	Revise	Measure	
		Explain		Derive	Practice		Examine	Relate	Format	Specify	Predict	
		Express		Determine	Predict		Explain	Select	Formulate	Summarize	Prescribe	
		Extend		Diminish	Prepare		Explore	Separate	Generate	Write	Rank	

Adapted with permission from EMU SSAI 11/2015 Liggett & Zalba

APPENDIX C

INTERNSHIP WEEKLY LOG
(STUDENT AFFAIRS)

Name: _____ Week of: _____

Instructions:

1. Please record the number of hours spent in each activity each day.
2. Please total the hours for each day and for each week on the appropriate dimension.
3. Please have the sire supervisor sign the completed form. This form is to be submitted to the coordinator of internship at the end of the semester.

Student's Signature

Date

Supervisor's Signature

Date

Activities	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Weekly Total
Advising (direct service)								
Advising Student Organizations								
Planning Activities/ Program Development								
Staff Development / Learning Seminars/ Meetings								
Documentation/ Report Writing								
Case Conference/ Teaming/ Consulting								
Presenting Educational Program/Research								
Community Resources/ Research								
Other (list): • • • •								
Attending Supervision								
Individual								
Group								
TOTAL HOURS								

APPENDIX D

**INTERNSHIP TALLY SHEET FOR SEMESTER
(STUDENT AFFAIRS)**

From: _____ To: _____

Name: _____

Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Hours
Direct Services:																
Students																
Organizations																
Staff Faculty																
Planning Activities/ Program Development																
Staff Development/ Learning Seminars/ Mtgs																
Documentation /Report Writing																
Case Conferences/ Teaming/ Consulting																
Presenting Educational Workshops																
Community Resources/ Research																
Grant/Proposal Writing																
Other (list): • • • •																
Supervision																
Individual																
Group																
TOTAL HOURS																

Student's Signature

Date

Supervisor's Signature

Date

APPENDIX E



STUDENT AFFAIRS INTERNSHIP

Student name: _____

Site: _____

Semester/Year: _____

Site Supervisor Evaluation

Please complete this evaluation of the student's internship after he or she has completed 150 clock- hours. Please review this evaluation with the student and send a copy to the faculty advisor. If item cannot be evaluated, please note N/A, not applicable. Thank you. ACPA/ NASPA *Professional Competences* (2015) are utilized with this evaluation.

Behavior

Attendance

Advanced	Intermediate	Foundational	NA

Timeliness of completing work and or reports

--	--	--	--

Preparation and follow-up

--	--	--	--

Participation in staff meetings

--	--	--	--

Communication skills

--	--	--	--

Writing skills

--	--	--	--

Comments: _____

Advising and Supporting

Practice active listening skills

Advanced	Intermediate	Foundational	NA

Facilitate problem solving

--	--	--	--

Establish rapport with students, groups, colleagues & others

--	--	--	--

Know and use referral services (e.g., other offices, outside agencies, knowledge sources)

--	--	--	--

Conscientiously uses appropriate non-verbal communication

--	--	--	--

Appropriately challenges & supports students and colleagues

--	--	--	--

Works well with diverse students & staff

--	--	--	--

Comments: _____

Ethics and Legal Considerations

Willingness to perform work responsibilities

	Advanced	Intermediate	Foundational	NA
Willingness to perform work responsibilities				

Identify ethical issues related to work setting

--	--	--	--

Knowledge of ethical codes related to work setting

--	--	--	--

Adheres to office policies & procedures

--	--	--	--

Acts in accordance with institutional policies, state/federal laws

--	--	--	--

Comments: _____

Leadership

Ability to express personal values and beliefs as an effective leader

	Advanced	Intermediate	Foundational	NA
Ability to express personal values and beliefs as an effective leader				

Understands campus cultures (academic, student, e.g.)

--	--	--	--

Understands institutional and organizational structure in work setting

--	--	--	--

Identify one's strengths and challenges as a leader and seek opportunities to develop leadership skills

--	--	--	--

Build mutually supportive relationship with colleagues and students across similarities and differences

--	--	--	--

Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent

--	--	--	--

Comments: _____

Student Learning and Development

Applies theory with students and/or programs

Advanced	Intermediate	Foundational	NA

Understands limitation in applying theories; and identifies informal resources to enhance work with students

--	--	--	--

Assesses learning outcomes from programs and services, and use theory to improve practices

--	--	--	--

Comments: _____

Personal Foundation

Ability to articulate professional goals

Advanced	Intermediate	Foundational	NA

Recognizes needs & opportunities for continued growth

--	--	--	--

Identify one's primary work responsibilities and; with appropriate, ongoing feedback craft a realistic, summative self-appraisal of one's strengths and limitations

--	--	--	--

Awareness and understanding of one's personal values, attitudes & beliefs

--	--	--	--

Take responsibility to broaden perspectives by participating in activities that challenge one's beliefs

--	--	--	--

Recognize the importance of reflection in personal, professional, and ethical development

--	--	--	--

Comments: _____

Other Competencies

Ability to navigate technology

Advanced	Intermediate	Foundational	NA

Uses/applies social media

--	--	--	--

Ability to conduct an assessment or evaluation

--	--	--	--

Design program's learning outcomes

--	--	--	--

Demonstrate familiarity with supervision

--	--	--	--

Comments: _____

APPENDIX E (continued)

Interns strengths:

Interns area(s) for improvement:

Total hours: _____

Additional Comments:

Student's Signature

Date

Supervisor's Signature

Date