

Student Affairs Internship Handbook



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Table of Contents

A Personal Letter to Potential Internship Students.....	1
Introduction.....	2
Purpose of Internship	3
Role of the Program Faculty	3
Role of the Site Supervisor	4
Procedures.....	4
Internship Expectations.....	5
The Step-By-Step Process	6
Professional Behavior	7
Appendix A – The Internship Application	9
Appendix B – Sample Internship Statement.....	10
Appendix C – Internship Weekly Log Sheet.....	11
Appendix D – The Internship Tally Sheet for Semester.....	12
Appendix E – Site Supervisor Evaluation	13

Dear Internship Student:

Welcome. You are approaching your internship placement in college student affairs, 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 handbook follows ACPA Professional Competencies (2008). Forms for record keeping and documentation are included. Feedback on the internship procedures and practices is welcome. The faculty wants to help you make your internship an outstanding learning experience.

As a graduate student in student affairs, you are required to complete two (2) internships (although those students with full-time professional positions or graduate assistantships may waive the internship with an elective course in consultation with your faculty advisor). The two internships ensure 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 academic good 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**.

In recent years, several major student affairs professional associations, such as, ACPA, NODA, NACA, and ACHOU-I have announced 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 of the practical day to day experiences in a student affairs/higher education setting. More specifically, the goals of the internship are:

- ❖ Opportunities to work with undergraduates in enriching or facilitating personal development and learning.
- ❖ Program planning, implementation, and evaluation.
- ❖ Supervision and staff training.
- ❖ Administrative functions and processes.
- ❖ Bridging the gap between theory and practice.
- ❖ 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.

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 processes, 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.

During 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. During your internship as an “intern”, please plan on staying in close contact with your faculty member providing group supervision. Interns will meet with other interns in a class setting during the internship.

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 the internship. Supervisors provide a final evaluation of the internship. This evaluation is based on NASPA and ACPA's Professional Competencies (2010).

Procedures for 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 perspective student to approach a possible setting without first discussing this plan with their **faculty advisor**. The prospective student's professional goals and the goals of the university program are considered carefully. It is suggested that prospective 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 faculty advisor may also be of assistance in helping the prospective student discuss professional goals and directions as well as potential internship opportunities. 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. Internships have been conducted at career service centers, admissions, housing, financial aid offices, academic

advising, multi-cultural centers, student activities, orientation programs, learning centers, athletic advising, judicial offices, at Eastern Michigan or other higher education institutions.

Students are encouraged to carefully select a potential setting with regard to the compatibility between the student's goals and the potential experience in the setting. Generally, students do not complete an internship in the setting in which they work. Exceptions may be discussed when there is clear evidence that an appropriate experience can be obtained in another component of the educational setting with a site supervisor who is not the student's regular work supervisor. For those students with extensive experience in student affairs, you are encouraged to discuss your internship with your faculty advisor.

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

1. a one-two page typed resume
2. a set of professional goals

Faculty does not **place** the student. It is the responsibility of the site supervisor or director 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 semester prior to their internship.

The Internship Expectations

During the first two (2) weeks 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 weekly logs, 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's *Professional Competences* (2008) were all utilized for the site supervisor's evaluation. If difficulties arise during the internship, please contact the faculty/group supervisor 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/group supervisor.

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/Group Supervisor.

If you intend to start your internship sometime during Spring semester and complete it in the middle of Summer semester, you must register for SPRING SEMESTER and receive an "IP"- in progress grade.

This registration is particularly important if your internship is not located in Ypsilanti.

Those conducting an internship at another institution out of state must register for SPRING semester and must participate in the class meetings electronically - 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 six months before your first internship. Prior to internship, both EDLD 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. The advisor may be asked to review and assess new potential internship sites.
- Step 5. Select approximately three potential sites and contact people at the sites concerning the availability of a internship and to arrange for interviews.
- 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 to your academic faculty advisor. Official action is taken on your application in order to be registered for class.

- Step 8. Receive the official registration information from the faculty advisor.
- Step 9. Meet with your site supervisor and establish written goals and objectives (job description) during the first two (2) weeks of your internship. Copies of "goals and activities" statement are to be provided to the site supervisor and the faculty group supervisor.
- Step 10. Attend the group supervision sessions on the university campus. The campus faculty supervisor 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/group supervisor. Internships are graded on a credit/no credit basis. If the appropriate clock hours are not completed during the semester enrolled, an "I" (incomplete) will be assigned. Continued contact with your faculty advisor is crucial.
- Step 12. Ensure that the following items have been submitted to the EMU campus faculty supervisor at the end of the internship: (1) Goals and Activities Statement (job description); (2) Tally Sheet for the Semester; (3) 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 as soon as the issue occurs.

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 masters 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 the 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, the faculty member, and the student, will be given to the student and a copy will be placed in the student's departmental file.

THE INTERNSHIP APPLICATION FORM

(Please Type)

Last Name, First Name

Student Number

E-mail

If you intend to start your internship sometime during Spring semester and complete it in the middle of Summer semester, you must register for SPRING SEMESTER and receive an "IP"- in progress grade.

This registration is particularly important if your internship is not located in Ypsilanti. Those conducting an internship at another institution out of state must register for SPRING semester and must participate in the class meetings electronically - 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.

(*You must be registered the term you are accumulating internship hours.)

Internship semester/term: FA WI SP SU Year: 20_____

Type of Internship: Internship I Internship II

Please check the courses that you have completed towards your Master's Degree.

Courses:

EDLD 550 EDLD 551 Other Courses: _____
 EDLD 622 EDPS 667 _____

Please describe the placement setting, the intended activities, reasons for selecting this site, and the address (see sample Internship statement, Appendix B):

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 -

Approved Denied

Advisor Signature

Date

Processor Signature

Date

SAMPLE INTERNSHIP STATEMENT

Placement Setting and Intended Activities:

The Office of Student Conduct and Community Standards (OSCCS) at Eastern Michigan University, Ypsilanti, MI, where I will practice, under supervision, the duties and responsibilities of a student judiciary professional in:

1. Administering conduct policies and procedures
2. Handling student employment grievances
3. Investigating student-to-student sexual harassment claims

Reasons for Selecting Internship

My reasons for selecting this internship are as follows:

1. to engage with college students in an effort to guide their ethical development, drive their personal accountability and enhance their civility towards others
2. to have the opportunity to explore and receive on-the-job work experience in higher education with the intent of better positioning myself for the next stage of my professional career
3. to have the opportunity to apply the moral development theory in determining the best educational method for reaching students.

Goals for my Internship

My primary goals for my internship with the OSCCS are as follows:

1. to get experience in executing the student code
2. to recommend updates and enhancement to the code based on experience
3. to apply moral development theory when meeting with students who need educational guidance in an effort to determine the best disciplinary course of action
4. to build a rapport and partnership with various university departments.

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 site supervisor sign the completed form. This form is to be submitted to the coordinator of internship at the end of the semester.

Activities	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Weekly Total
Advising (direct service)								
Students								
Organizations								
Planning Activities/Program Development								
Staff Development / Learning Seminars/ Meetings								
Documentation / Report Writing								
Case Conference / 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

INTERNSHIP TALLY SHEET FOR SEMESTER (STUDENT AFFAIRS)

From: ____ / ____ / ____ To: ____ / ____ / ____

Name: _____

Activities	Week Number																Total Hours
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Direct Services:																	
Students																	
Organizations																	
Staff/Faculty																	
Planning Activities/Program Development																	
Staff Development / Learning Seminars/ Meetings																	
Documentation / Report Writing																	
Case Conference / 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

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's *Professional Competences* (2008) were utilized with this evaluation.

<u>Behavior</u>	Exceptional	Very Good	Acceptable	Needs Attention	Unacceptable	NA
Attendance						
Timeliness of completing work and/or reports						
Preparation and follow-up						
Recognize ethical issues						
Awareness of institutional policies						
Adherence to policies and procedures						

Comments: _____

APPENDIX E (continued)

Attitude

	Exceptional	Very Good	Acceptable	Needs Attention	Unacceptable	NA
Willingness to perform responsibilities						
Openness to new ideas						
Challenge students and colleagues effectively						
Ability to work cooperatively with staff and develop positive interpersonal relationships						
Establish rapport with students, groups, colleagues and others						
Exhibit active listening skills						

Comments: _____

Administrative Issues

	Exceptional	Very Good	Acceptable	Needs Attention	Unacceptable	NA
Team Member						
Competence skills in Student Affairs						
Ability to work with students						
Demonstration of Professional Skills						

APPENDIX E (continued)

	Exceptional	Very Good	Acceptable	Needs Attention	Unacceptable	NA
Advising skills with students and others						

Competence in writing and verbal presentations						
--	--	--	--	--	--	--

Comments: _____

	Exceptional	Very Good	Acceptable	Needs Attention	Unacceptable	NA
<u>Supervision Process</u>						

Responsiveness						
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Ability to articulate issues, questions, and concerns						
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Appropriate use of time and resources						
---------------------------------------	--	--	--	--	--	--

Participation in staff meetings activities						
--	--	--	--	--	--	--

Comments: _____

APPENDIX E (continued)

Strengths: _____

Areas for improvement: _____

TOTAL HOURS: _____

Additional Comments: _____

Supervisor's Signature

Date

Student's Signature

Date