

Student Affairs Internship Supervisor Handbook



COLLEGE OF EDUCATION
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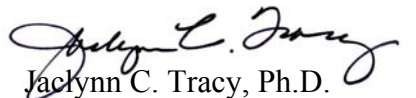
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Dear Potential Internship Supervisor:

On behalf of the department program faculty, thank you for agreeing to serve as a supervisor for a graduate student's internship. We appreciate you sharing your professional knowledge, skills, and behaviors with the intern.

If I can be of assistance to make this relationship as productive as possible, please do not hesitate to contact me at jtracy@emich.edu.

Sincerely,


Jacquelyn C. Tracy, Ph.D.
Professor & Department Head

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 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).

Responsibilities of Site Supervisor

1. Within the first (2) weeks of the internship, develop a written statement of the intern's job responsibilities. A copy of the job responsibilities becomes part of the binding agreement. Interns are to provide the faculty supervisor with a copy of the job responsibilities. Supervisors may also want to ask the intern to prepare a statement of the intern's professional goals and interests.
2. Generally interns are required to complete 150 hours during the internship (which is about 10 hours per week). Interns maintain a weekly log of their activities. At the conclusion of the internship, there is a final log of the activities to be filed with their faculty supervisors and signed by site supervisor.
3. Hold one-on-one supervisory meetings with intern for a minimum of 30-60 minutes per week. These meetings provide a good opportunity to provide feedback as well as constructive criticism of the intern's performance.
4. Provide a written evaluation at the end of the semester (Appendix E).
5. Contact the Internship faculty advisor should any professional/academic issues occur during the internship.

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 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						
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Comments: _____

	Exceptional	Very Good	Acceptable	Needs Attention	Unacceptable	NA
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Responsiveness						
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Ability to articulate issues, questions, and concerns						
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Appropriate use of time and resources						
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Participation in staff meetings activities						
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Comments: _____

APPENDIX E (continued)

Strengths: _____

Areas for improvement: _____

TOTAL HOURS: _____

Additional Comments: _____

Supervisor's Signature

Date

Student's Signature

Date