



Department of Educational and Human Sciences

**INTERNSHIP MANUAL  
FOR COLLEGE STUDENT  
PERSONNEL SERVICES  
(PART 2)**

Higher Education & Policy Studies Program

EDH 6946

3 Credit Hours

## **Introduction**

An internship is a supervised fieldwork experience in which a professional guide instructs and supervises the student's introduction to a particular functional area or project. It offers the opportunity to gain additional insights of a particular office or program by focusing on specific issues, problems, concerns and demands of that particular unit.

This program requires students to complete a supervised internship that totals a minimum of 200 clock hours. The internship provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.

Students should note that each internship experience is tailored to specific academic and career considerations. Therefore, comparisons among students regarding the assignments of credit hours/or placement are inappropriate.

An internship seminar may be required and is implemented at the discretion of the Faculty Internship Supervisor. The purpose of this seminar is to offer students an opportunity to discuss and share learning insights related to their job assignments in a group setting.

## Expectations and guidelines

1. The student's internship includes 200 clock hours of credit. The suggested breakdown of these hours are as follows:
  - 70 hours of face-to-face interaction with students
  - 30 hours (1 hour per week of supervision with on-site supervision)
  - 46 hours (1 ½ hours per week of group supervision)
  - 54 hours of flexible time (including seminars)
2. Students may explore two placement settings during the 200-clock hour experience.
3. Student is required to complete a practicum (3 credit hours total) prior to registration for EDH 6946, Higher Education Internship.
4. Portfolio. The requirements for this portfolio are:
  - A brief introduction (1-2 pages) providing descriptive information of the area, department or office where the internship was completed.
  - Reflections (3-6 pages) on the work the student did in the internship and perceptions of what has been learned from the experience.
  - A conclusion (1-2 pages) in which the student analyzes the contributions of this experience to her/his career goals and to their understandings of the field.
  - A time log should be attached to the paper (date, times, activity/ies) showing how the 200 hours were spent.
5. Attend scheduled seminars and comply with the activities listed on the syllabus.
6. Schedule a meeting with your supervisor to discuss the Internship Manual.
7. The supervisor must:
  - a) Have a minimum of a master's degree relevant to the program emphasis area;
  - b) Have a minimum of two years of pertinent professional experience;
  - c) Be appraised of the program's expectations, requirements and evaluation processes; and;
  - d) Be willing to take responsibility for the internship consistent with these requirements.

The site supervisor agrees to supervise the student under these conditions: The student will be able to study the broad scope of and perform some of the usual activities that a regularly employed staff member in the setting would be expected to perform. This will be accomplished through observation and participation in a variety of individual and group activities with clientele appropriate to the student's program emphasis.

## RESPONSIBILITIES OF THE GRADUATE STUDENT

To register for and participate in an internship, the graduate student should follow the procedures listed below:

1. In conjunction with the on-site supervisor, complete the Internship Contract (see Appendix A) and return it to the Faculty Internship Supervisor for review and approval.
2. Maintain a journal noting the experiences and insights related to your growth as a professional. The frequency of the entries in the journal will be:

Weekly  
 Monthly  
 Other

- The journal must address the issues listed on the Reflective Journal Guidelines, appearing at the end of this manual.
3. Attend the Internship Seminar with the Faculty Internship Supervisor as required.
  4. Be professional, ethical, and maintain confidentiality at all times while at the Internship Site.
  5. Be responsible for his/her own health and accident, automobile and professional liability insurance, since it is not provided by the Internship Site or the University.
  6. Be responsible for paying for travel to and from the Internship Site.
  7. Complete and discuss with the supervisor the Student Evaluation of Internship Experience form (see Appendix C) and encourage him/her to forward it to the Faculty Internship Supervisor by the required date.
  8. Adhere to the policies, procedures, programs, and operating standards of the internship site, the Golden Rule, and Council for the Advancement of Standards (CAS) in Higher Education (See <http://www.cas.edu/>).
  9. Read Academic Linkages at the end of this manual.
  10. Notify the Faculty Internship Supervisor and Internship Site Supervisor immediately if the student elects to discontinue the practical experience. A detailed justification must be provided to each of them.
  11. Keep copies of all documents, especially evaluations.

**Any student lacking practical experience who does not participate in the internship should not expect to receive recommendations for professional positions.**

## **RESPONSIBILITIES OF THE ON-SITE SUPERVISOR**

1. Explain the goals, objectives, and operational policies of 1) the department, 2) the institution, and 3) the field. (Read Academic Linkages at the end of this manual.)
2. Discuss the student's goals and needs in choosing that department/office as an internship site and how those goals and needs may be harmonized with the goals and needs of the department/office.
3. Interpret the specific purposes of the internship to the staff and encourage cooperation in creating a positive educational experience for the student.
4. Integrate the student as much as possible into the overall operation of the department/office so he/she feels part of the staff.
5. Discuss expectations such as time on the job, participation in staff meetings, supervisory time, and other responsibilities. Supervisors should excuse students from work time to attend the Internship Seminar Sessions with the Faculty Internship Supervisor.
6. Discuss the criteria for evaluating the accomplishment of the internship goals and how the final evaluation will be conducted (see Supervisor Evaluation of Internship Experience, see Appendix B).
7. Once an agreement on goals and activities for the internship has been reached, sign the Internship Contract along with the student and return to the Faculty Internship Supervisor for signature and credit approval.
8. Schedule regular meeting with the student to discuss programs and to receive observations and reactions to the experience.
9. If needed, consult with the Faculty Internship Supervisor during the semester concerning the student's performance or any other related problems.
10. Complete and discuss with the student the two evaluations of the internship and request his/her own evaluation of the experience. One evaluation will be during mid-semester and the second at the end of it.
11. Submit evaluation forms to the Faculty Internship Supervisor at the end of the semester, so that a final grade may be submitted.

## **RESPONSIBILITIES OF THE FACULTY INTERNSHIP SUPERVISOR**

1. Communicate with various departments/offices in which students can gain meaningful experiences to identify possible internship sites. Work with the on-site supervisors to produce written descriptions and potential opportunities and experiences for each internship site. Provide all on-site supervisors with an electronic copy of the Internship Guidelines.
2. Develop a list of internship sites available, specific descriptions, and names of on-site supervisors.
3. Coordinate with all students their interests in particular internship sites.
4. Develop a syllabus for the Seminar. Assess student interests in topics for the workshop sessions.
5. Communicate with the on-site supervisors regarding the completion and submission of evaluation forms by the deadline.
6. Collect the evaluation forms, discuss the overall experience with the students and submit final grades.
7. Be available for students to discuss possible conflicts or problems related to their internship assignment. If appropriate, discuss the problem with the on-site supervisor.
8. Solicit feedback from participating on-site supervisors to discuss their perceptions and experiences and share any feedback provided by the students of their experiences. Provide participating on-site supervisors an opportunity to ask questions and to provide recommendations to improve the internship experience in the future.

## **Evaluation**

Each instructor will develop the evaluation criteria according to his/her professional opinion. This information should appear on the syllabus.

### **Course grades will be derived as follows:**

On-site experience: 60 points

Seminar participation, written reports: 40 points

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59 and less = F

## Reflection Journal Guidelines

Your graduate education is an intellectually stimulating, intense experience filled to overflowing with challenging ideas and intriguing concepts – but never enough time for reflection. Consequently, we require you to maintain a journal that will document your experiences and insights on your internship.

At a minimum, you should reflect on the three issues/themes/concerns (celebrations or challenges) that have been paramount in the internship experience. What you learned this week or month – about yourself, the internship, the students, and your supervisor? Your reflections will provide the basis for the conversations with your Faculty Internship Supervisor.

Begin by considering the following issues to stimulate your thinking as you record your thoughts and feelings throughout your graduate career. Address other issues as appropriate.

- What professional skills do I want to enhance? What additional experiences should I try?
- What ideas from class would I like to try out in my internship?
- What are my successes and challenges? Why? What would I do differently? Why?
- How has the application of development theory or administration models helped or hindered my understanding of this internship?
- Am I satisfied with the ways in which I balanced my responsibilities – my internship, my courses, and self? How was I able to accomplish this? What can I improve?
- What is working the climate at my internship site? Am I a valued team member of the staff? If so, how did my professional co-workers and/or supervisor convey that feeling to me? If not, why not?
- Can I trace my accomplishments so that I am ready to document my strengths to my future employers and on my resume?
- What ideas from class do I want to talk over with my Internship Supervisor, or with my Faculty Internship Supervisor?
- What would I do differently next time?
- What recommendations do I have for the Faculty Internship Supervisor?

Submit your journal entries to the Faculty Internship Supervisor on these dates:

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SACSA

**Southern  
Association for  
College  
Student  
Affairs**

Volume 45, Number 2, April 1994.

**ACADEMIC LINKAGES**

*INTERNSHIPS: A VITAL LINK*

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**Florida State University**

An old proverb holds that “I hear and I forget; I see and I remember; I do and I understand.” The internship, a vital link between the practicing student affairs professional and the graduate preparation program, puts that proverb into practice. The proverb underscores the importance of applying theory and knowledge in an actual work setting for the graduate student to achieve learning and mastery.

The internship is an integral and important part of the student’s total learning experience. The experiences are carefully selected by the student and major professor to add breadth and depth to the student’s overall program. The internships are usually selected because they relate to the student’s career goals or broaden the student’s background for work in student affairs. For the graduate student, the “hands-on” experience in the internship provides the opportunity to apply theory to practice, observe how a student affairs office “really works”, observe role models for professional behavior, develop and refine a personal philosophy of student affairs and working with students, and, in general, continue development in critical thinking, analysis, and synthesis skills. A good internship can be a totally integrative experience for the student.

There are benefits as well for the student affairs offices which become sites for internships. The busy office enjoys the services of an eager, energetic, extra hand to help with all the projects what need to be done. The graduate student is often looking for an experience with direct contact with students to put into practice the theories and knowledge from the classroom and can be very helpful with advising groups and developing programs. The graduate student can make suggestions that can help make the office a more effective unit in the student affairs division and on the campus. Internship supervisors have the opportunity to contribute to the professional growth and development of a new professional and can be very influential at this stage of the intern's development.

The graduate student and major professor look for key elements in an internship site. Good supervision is often the highest priority. A good supervisor will set clear expectations, help the student determine reasonable responsibilities to meet the student's goals and the goals of the office, make an assignment of specific duties to the intern, give regular performance appraisal with the student's professional and personal development in mind, talk with the student about relationships with other offices and how to get things done in the college or university (practical politics), and consult with the student's major professor about any concerns and exceptional work performed by the student. Some supervisory functions are descriptive of mentoring, and many graduate students find an internship supervisor who becomes a mentor to them.

Another key element is a significant task or project that is the student's responsibility. The graduate students need a project that will enable them to practice what they are learning in their classes and show what they can do. Collating, stapling, and stuffing envelopes when everyone in the office is involved in a major project becomes part of the internship experience, but the meaning of the experience for the student is in organizing leadership awards night, advising the IFC scholarship committee, developing a new program on sexual abuse issues, developing a handbook for student organizations, or providing student information sessions for the student rights and responsibilities office. Offices which provide the opportunity for these and similar experiences are more likely to be chosen as internship sites. These experiences provide the "I do and I understand" portion of the proverb.

As the supervising faculty member, I often see exciting personal development for the student when the student and the internship provider from student affairs are engaged in significant activities and good supervision. I also see professional staff members who are excited about the work and the personal

development of graduate interns. One role of a professional is to develop the next generation of professionals. It is from this role that internships provide the vital link between student affairs professionals and graduate programs.

Few campuses have graduate preparation programs for a steady supply of graduate interns. We welcome internship sites on other campuses. Graduate students need experience in different settings and sizes of institutions. Contact a nearby graduate program; your campus can be a site for making the proverb a reality.

**“I HEAR AND I FORGET;  
I SEE AND I REMEMBER;  
I DO AND I UNDERSTAND”**

**Anonymous**

**Desire to learn counts more than any  
other qualification, and seriousness  
more than brilliance.**

**Dr. Rosa Cintrón**