

Morgan State University
Department of Advanced Studies, Leadership & Policy

Student Affairs & Higher Education Practicum/Internship
Student and On-Site Supervisor Manual

RDHE 699 SUPERVISED PRACTICUM IN STUDENT AFFAIRS I

RDHE 799 SUPERVISED PRACTICUM IN STUDENT AFFAIRS II

RDHE 885 INTERNSHIP FOR DOCTORAL STUDENTS

AUGUST 2019

Program Description

The Practicum/Internship Program has been designed to provide a structure for the planning and implementation of field experiences, practicums, and internships for our master's and doctoral students, and to ensure high-quality experiences for both students and collaborating sites.

Students enrolled in both the master's (MA) and doctoral (PhD) programs in Higher Education Administration and Student Affairs are provided with opportunities to participate in supervised, professional settings that are different than previous or current work settings. These experiences provide for the integration and practical application of theory and methods gained through the formal program of study and allow for development of professional competencies that enhance personal and professional growth. Also, the practicum/internship provides on-the-job experiences of reasonable depth and length to strengthen qualifications and broaden the range of career alternatives for the student. Students enrolled in the MA program are required to complete two (2) practicum/internships, each totaling 150 hours, in 2 different placements. MA

MA Students should register for RDHE 699 SUPERVISED PRACTICUM IN STUDENT AFFAIRS I (3 cr.), followed by RDHE 799 SUPERVISED PRACTICUM IN STUDENT AFFAIRS II (3 cr.) (3 cr.). PhD Students should register for RDHE 885 INTERNSHIP.

In the practicum/internship, there are three primary participants: 1) the Student, 2) the On-Site Supervisor, and 3) MSU Faculty Internship Coordinator.

Student: The Student is a graduate student enrolled in either the MA program in Student Affairs or the PhD program in Higher Education Administration at Morgan State University and registered for either RDHE 699 Supervised Practicum in Student Affairs I, RDHE 799 Supervised Practicum in Student Affairs II, or RDHE 885 Internship for Doctoral Students. The student has primary responsibility for constructing the practicum/internship experience, completing the required number of clock and contact hours, and providing evidence of having met the learning objectives required for academic credit. Specific responsibilities are outlined below.

On-Site Supervisor: The On-Site Supervisor is an experienced professional administrator actively employed at a college, university, or other higher education organization site. He or she is responsible for working collaboratively with the student to design the experience, supervising and mentoring the student throughout the term, and providing to the student and MSU faculty both verbal and written constructive feedback and evaluation of the Student's performance. Specific responsibilities are outlined below.

MSU Faculty: The Faculty is the MSU faculty member of record for the course. He or she reviews and approves the application and proposal plan as indicative of a potentially successful internship. The instructor receives all documentation from the Student and On-Site Supervisor throughout the term, and monitors progress through these documents, and potentially a mid-term site visit, or telephone conference. It is the faculty's responsibility, in consultation with the On-Site Supervisor, to assign and submit a final grade for the course. The faculty also is available to both the student and the on-site supervisor for discussion and support throughout the term.

Objectives

1. To provide structure for supervised professional internships that include both learning and practice of increasing complexity and involve working directly with administrators, staff, and students in a higher education setting;
2. To provide resources to choose from among a variety of supervised professional experiences that will help develop and refine competencies compatible with the academic and professional goals of the student, in consultation with his or her faculty and the on-site supervisor;
3. To provide experiences that will clarify and broaden professional career alternatives for the student;
4. To establish a teaching and learning environment in which the on-site supervisor assumes a teaching role, encouraging the student to experience and be adequately instructed in pertinent aspects of the functions, responsibilities, and relationships of the practicum/internship site and various personnel involved in these activities;
5. To provide the student with opportunities for the establishment of professional relationships with administrators in higher education and student affairs settings;
6. To ensure that supervised experiences are conducted under established professional ethical practices and that participants are provided with support for resolving concerns or questions during the internship.

Guidelines

Practicum/Internships are supervised professional experiences involving a significant learning relationship between a Student and an On-Site Supervisor in which a Student may begin with limited knowledge and experience in a professional area and be allowed to orient to, participate in, and take responsibility for professional activities progressively over the course of the term. The internship must provide new experiences to the Student and not be a simple continuation of work done in a graduate assistantship, paid job, or previous internship.

A great deal of latitude is provided for a Student and an On-Site Supervisor to design a set of learning experiences, but experiences should 1) be agreed upon at the outset of the internship through the use of the Internship Plan, 2) be approved by the Instructor, and 3) place primary importance on meeting the learning needs of the Student. In exchange for supervision and teaching, the host site receives the benefit of the work product and enthusiasm of a Student.

In accordance with the *Council for the Advancement of Standards in Higher Education* guidelines for Student Affairs Professional Preparation programs, each **Master's Practicum/Internship** requires a total student time commitment of not less than 150 hours. For fall and spring terms, students will work 10-15 hours per week during a 15-week term. In the summer term, weekly hours are adjusted to complete the 150 minimum required hours. The time commitment may not be scheduled in one day. While consistently working above 15 hours per week is discouraged, it is recognized that some experiences have special opportunities that culminate in projects that consume a large number of hours in a short period of time (e.g., weekend orientation, admissions processes). If the student chooses to participate in these activities, the total number of hours can count towards the 150-hour requirement. In essence, although a 150-hour minimum is required for completion of the course, the experience should

involve extended contact and therefore should span the length of the term. At least 50% of the practicum/internship student's time must be in direct student contact. While it is important for students to have experience with policy development, program development/evaluation, or other similar activities, the bulk of the learning activities should involve student engagement and program/service delivery. For clarification of any of these guidelines, please check with the Faculty Internship Coordinator.

Master's students that are working fulltime in their desired career area, and that have at least 2 years of professional experience in student affairs and higher education, may petition the Faculty Internship Coordinator to waive the second internship. In this instance, the typical 150-hour work requirement can be waived, and the student and faculty can develop an independent project that is aligned with the professional/career objectives of the student. For example, a student might write a literature review on a specific area of student affairs (e.g., mental health, professional development, supervision.), create a new program to be implemented in their functional area, develop a policy brief, etc. This option is solely at the discretion of the Faculty Internship Coordinator

Doctoral Internships have more flexibility regarding both the hours worked and the project/learning outcomes. It is expected that students devote at least 8-hours per week to the internship site, and have at least 100 work hours logged. Doctoral students have more latitude in designing their learning experiences in consultation with their Site Supervisors, based upon professional interests of the student and needs of the particular site.

The Internship should be scheduled to begin at or within a couple of weeks of the beginning of the academic term for which the Student is registered for the course. Students and On-Site Supervisors are discouraged from beginning internship hours until the Application and Plan have been completed by the Student and approved by the Faculty Internship Coordinator.

Because the summer term is compressed, students often find that completing an internship while taking courses and pursuing paid employment is untenable. Those who wish to take on such a summer term load must have their plan approved by the Faculty Internship Coordinator well in advance of the summer in question.

Internships are not paid positions. However, some formal summer internship programs sponsored by professional associations include stipends and other support, and some local sites are able to cover some costs (such as conference attendance or parking fees). A student may ask the On-Site Supervisor about any additional financial or logistic support before the internship begins so that both parties are clear about the arrangements; however, students generally should expect to cover their own costs associated with the experience (e.g., transportation and professional attire.) Students enrolled in the Master's degree program in Student Affairs Administration are generally required to complete two internships for credit and may participate in as many as three. Students earn three graduate credit hours for each internship satisfactorily completed. Doctoral students may be required to complete an Internship depending on the number of years of post-master's professional experience; Internships may also be completed as electives. Students are advised not to schedule more than one internship experience per term. However, students are

not permitted to register for more than two internships in any term.

Site Selection and Confirmation

Students are encouraged to attempt to locate an appropriate site on their own, but in the event they are unable to locate one, students are welcome to consult with the Faculty Internship Coordinator about site selection and the availability of sites actively seeking interns. After adequate exploration of alternatives, the Student should be prepared to interview with their intended site. Students should look at this as a job interview and not take it for granted that they will automatically land the Internship they are interested in. Once the Student has been offered a position, they should submit a signed Site Confirmation Form no later than the end of the first week of classes; students are encouraged to complete and submit the Site Confirmation Form as early as possible however.

The Internship Learning Contract

The Student and the On-Site Supervisor jointly construct the plan. The exact procedures for developing the plan are left to the discretion of the On-Site Supervisor keeping in mind the following:

1. Developing the plan is a collaborative project between Student and On-Site Supervisor.
2. The learning and professional development needs of the Student are to be reflected in the plan.
3. Both the On-Site Supervisor and the Student must agree to the submitted plan, as indicated by their signatures on the cover page. This plan is subject to approval by the Faculty Internship Coordinator.
4. The plan is due no later than the second week of classes, and may be submitted to the Faculty Internship Coordinator as early as two months before the beginning of the term.
5. The Faculty Internship Coordinator will review the plan and communicate approval or need for revisions within one week.
6. By design, there are few guidelines for developing individual experiences--this is to provide an experience that reflects the individual learning goals and professional needs of the Student as well as the program and activity needs of the site. The Student and the On-Site Supervisor should each retain a copy of the plan. Significant revisions to a submitted plan also must be forwarded to the Instructor or Internship Coordinator for approval, with copies retained by the Student and the On-Site Supervisor. At a minimum, however, the following guidelines should be observed:
 - a. **FOR MASTERS STUDENTS:** Engage in direct service and experiences with students in order to foster the development of student affairs skills, including some work with groups. Direct experiences with students or groups should account for no less than 50% of intern's time. Answering phones, filing, and general office/desk work do not count toward the 150 total hours required.
 - b. Engage in weekly individual supervision throughout the Internship, usually performed by the on-site supervisor.
 - c. Participate in any scheduled supervision with faculty supervisor throughout the Internship as required.
7. The Site Supervisor is expected to:
 - a. Provide an opportunity for the Intern to become familiar with a variety of professional activities and resources.

- b. Provide direct work with students/group that account for no less than 50% of Interns time (MASTER'S STUDENTS).
- c. Offer individual or group supervision to the Intern on a weekly basis.
- d. Complete both a mid-term and a final evaluation of the Intern's performance, providing any relevant documentation.

Evaluation and Documentation

The Student and On-Site Supervisor should plan to meet weekly for progress updates and formative evaluation. It is imperative that On-Site Supervisors provide timely, specific, and substantive constructive feedback throughout the semester, and are encouraged to share with students the processes of professional performance evaluation.

Two official written evaluations of the Student's performance by the On-Site Supervisor will be completed, one when 75 clock hours have been completed and the other at the conclusion of the experience. The forms include both quantitative and qualitative evaluations of the Student's performance. Completed evaluation forms should be shared with the Student before submission to the Instructor by the indicated deadline.

Documentation of successful completion of the Internship must be submitted by the Student in the form of a journal and a summary paper. The journal should be an ongoing record of daily or weekly tasks, accomplishments, questions, feelings, challenges, revelations, reactions, or modifications of the plan. *Students are strongly encouraged to maintain the journal daily or weekly, and not expect to complete it at the end of the term!*

The summary paper is the culminating assignment of the course. It should be separate from the journal and include, in APA form, the following sections:

Introduction;

1. Restatement of purpose and learning objectives (from the plan);
2. Discussion of how the experience met or did not meet objectives;
3. Self-assessment of initial and final professional skills, abilities, and interests;
4. Connections between the internship experience and past/present/future course work;
5. Final reflections on the internship and plans for the future.
6. Students also are expected to submit a completed evaluation form, in which they provide information about the internship and the site for the use of the Faculty Internship Coordinator and future students.

Expectations of the Student

The Student is responsible for completing the following activities and assignments:

1. Submit a completed Site Confirmation form to the Faculty Internship Coordinator no later than end of the second week of classes.
2. Complete and submit a Learning Contract plan to the Faculty Internship Coordinator no later than the first week of classes.
3. Maintain a journal.
4. Ensure that the On-Site Supervisor has a mid-term evaluation form and has submitted it to the Instructor soon after completion of the 75th hour.

6. Ensure that the On-Site Supervisor has a final evaluation form and has submitted it to the Instructor by the due date (Dec 1 for fall; May 1 spring; summer due dates will vary).
7. Submit the journal, summary paper, and completed evaluation form to the Instructor by the due date (Dec 1 for fall; May 1 spring; summer due dates will vary).

The Student also is expected to do the following:

1. Inform the On-Site Supervisor of all deadlines and provide them with a copy of this manual and all necessary forms.
2. Communicate concerns or significant difficulties with the internship to the On-Site Supervisor, the Faculty Internship Coordinator, or both as soon as possible.
3. Maintain professional behavior standards at all times. Students should uphold the professional ethical standards of the profession of student affairs (see Resources) and/or other relevant professional codes as described by the On-Site Supervisor.
4. Students are subject to the student conduct policies of Morgan State University. Failure to act in a professional manner at all times may result in a failing grade in the Internship course, or may result in termination of the Internship placement at the request of the On-Site Supervisor

Expectations of the On-Site Supervisor

The On-Site Supervisor is a teacher and guide for the internship learning experience. As such, he or she should:

1. Have sufficient professional experience, time availability, office resources, and willingness to provide a Student with the necessary supervision;
2. Make the site selection interview as rigorous as an employment interview thereby giving the Student the chance to practice interviewing skills;
3. Hold a meeting with the Student to discuss and document expectations at least one week prior to the beginning of the experience;
4. Orient the Student to relevant professional and institutional norms, ethical standards, and policies;
5. Provide appropriate and timely formative and summative evaluation of performance;
6. Role model professional behavior; and
7. Contact the Instructor or Internship Coordinator if there are questions or concerns as to the appropriateness of the experience or if the performance of the Student falls below “satisfactory” levels.

Additionally, the On-Site Supervisor is responsible for the following tasks and activities:

1. Work with the student to complete the application form, including signatures;
2. Collaboratively design experiences, assist the Student in crafting a Learning Contract;
3. Conduct two Student evaluations—mid-term and final. Please meet with the student to discuss the evaluations. The written evaluations should assess the level of performance of the Student.
 - a. The mid-term evaluation form is due to the Instructor following near the half-way point (75 contact hours). The mid-term evaluation should address the elements identified in the plan as well as general professional behavior and skills.

- b. The final evaluation form is due to the Faculty Coordinator by Dec 1 for fall Internships and May 1 for spring Internships; summer dates will vary. It is the responsibility of the Student to advise the On-Site Supervisor of the specific due dates for the particular term.
 - c. We also request that you complete an evaluation of the Internship Program for our records (form available from the Student).
- 4. Schedule regular weekly meetings (especially early in the term) to ensure continuous feedback and review of the Plan.
- 5. Identify an appropriate work area and resources to be used as the Student's office during the scheduled blocks of work time each week.
- 6. Complete all forms on a timely basis.

As a guide for you as you discuss the creation of the plan, we suggest that experiences include opportunities to participate in the following:

- 1. Staff and interdepartmental meetings;
- 2. Planning meetings (e.g., staff development, program development, budget development and management);
- 3. Publication preparation or review (e.g., reports, manuals, bulletins, newsletters, handbooks, brochures, web sites);
- 4. Institutional research (e.g., projects in which assessment data are obtained and program reports and recommendations are made);
- 5. Policy development and implementation;
- 6. Interviews and conferences (i.e., areas directly related to the site);
- 7. Special projects or programs of appropriate levels of responsibility;
- 8. Foundational administrative activities (e.g., routine office procedures of professionals including records maintenance, software use, periodical reading, routine reports).

Please Note: Any barrier to the successful completion of the plan that cannot be resolved by the On-Site Supervisor and the Student should be brought to the attention of the Faculty Internship Coordinator.

On-Site Supervisor Guidelines for Evaluation of the Student

When completing the separate mid-term and final evaluation forms consider the following elements:

- 1. Assess the quality of performance of the Student.
 - a. Has the Student's overall professional performance met with your expectations?
 - b. Has the Student completed assignments/projects?
 - c. Has the Student developed professional relationships with other staff members?
 - d. Has the Student demonstrated the professional behaviors necessary for the required assignments (e.g., keeping time commitments)?
- 2. Provide feedback to the Student on his or her professional competencies.
 - a. What are the observed professional strengths of the Student?
 - b. What professional skills need further development?
- 3. Evaluate the professional experiences that the internship provided the Student and the activities in which he or she participated.
 - a. What impact did the activities have on the goals and direction of the department/office?

- b. What professional skills has the internship provided Student?
- c. What interaction with other professionals has the internship experience required?

Please share your assessments and feedback with the Student, and provide them with opportunities for self-reflection. When completing written evaluations, provide them with an opportunity to view your comments and numerical evaluation and ask questions about them.

Grading

All materials must be submitted on time in the proper form. The Faculty Internship Coordinator will determine the final grade (A, B, C, or F), in consultation with the On-Site Supervisor, using the following criteria:

1. Evaluations by the On-Site Supervisor;
2. Quality of the Learning Contract;
3. Evidence of sufficient (quality and quantity) documentation in the journal;
4. Quality of the summary paper;
5. Submission of the evaluation; and
6. Timeliness and professionalism in the process of completing all requirements.

Because of the short turnaround between the due date for final materials and the grade submission deadlines, late materials may jeopardize the ability of the Faculty Internship Coordinator to submit a final grade, so please observe due dates. Grades of “Incomplete” will be considered only in special circumstances and with the prior approval of the Faculty Internship Coordinator.

Morgan State University
Department of Advanced Studies, Leadership, & Policy
Higher Education Practicum/Internship
On-Site Confirmation

Date: _____ Semester: _____

Name: _____

Address: _____

Email: _____

Preferred Phone: (_____) _____

I have made arrangements to fulfill my Practicum/Internship experience
at the following location:

Host Institution/Department: _____

Address: _____

My Site Supervisor will be:

Name: _____

Title: _____

Phone: (_____) _____

E-mail: _____

Student & On-site Supervisor Confirmation

Our signatures indicate that we understand and will abide by the following guidelines for completing the Internship experience at this site:

Students are required to:

1. Complete supervised Internship experiences equivalent to a minimum of 150 hours over the course of one semester (minimum of 10 weeks). In general, quality is more important than quantity; the higher the intensity of the experience, the less the hours required. In this situation, the exact number of hours is worked out on a case-by-case basis with each student in consultation with the on-site supervisor and the faculty member.
2. Complete supervised Internship experiences that conform to the following minimum requirements:
 - a. MASTER'S STUDENTS ONLY: Engage in direct service and experiences with students in order to foster the development of student affairs skills, including some work with groups. Direct experiences with students or groups should account for no less than 50% of intern's time. Answering phones, filing, and general office/desk work do not count toward the total hours.
 - b. Engage in weekly individual supervision throughout the Internship, usually performed by the on-site supervisor.
 - c. Participate in any scheduled supervision with faculty supervisor throughout the Internship as required.

The Site Supervisor is expected to:

1. Provide an opportunity for the Intern to become familiar with a variety of professional activities and resources.
2. Provide direct work with students/group that account for no less than 50% of Interns time.
3. Offer individual or group supervision to the Intern on a weekly basis.
4. Complete both a mid-term and a final evaluation of the Intern's performance, providing any relevant documentation.

_____/_____
Site Supervisor's Signature Date

_____/_____
Student's Signature Date

Morgan State University
Department of Advanced Studies, Leadership, & Policy
Higher Education Practicum/Internship
Learning Contract

Student Information

Name: _____

Street Address: _____

City, State, Zip: _____

Phone: H: _____ C: _____

E-mail Address: _____

Institution Information

Institution Name: _____

Department/Unit: _____

Site Supervisor Name /Title: _____

Address: _____

City, State, Zip: _____

Work Phone: _____

E-mail Address: _____

Describe the inclusive dates of your Practicum/Internship experience, the times and dates you plan to work, and the number of hours you intend to complete each week (minimum required total hours 150, over a minimum of 10 weeks for Master's Students):

List the services offered at your Practicum/Internship site:

Describe the duties and responsibilities you intend to perform during the Practicum/ Internship experience and the relative amount of time you plan to devote to each:

List your personal and professional goals as they pertain to the Practicum/ Internship experience, along with how you will know you have accomplished them:

Supervision Plan (site supervisors should meet weekly with Intern):

Mid-term & Final Practicum/Internship Evaluation Form
MSU Higher Education Administration and Student Affairs

Practicum Student _____

On-site Supervisor _____

Date _____

Midterm Evaluation _____ Final Evaluation _____

Please circle the response that most accurately corresponds with the above named Graduate Practicum/Intern Student's rate of progress toward the goals of his or her Practicum Plan.

Poor		Satisfactory		Outstanding
1	2	3	4	5

Please attach a separate evaluation, using the following questions as a guide for evaluating the student:

1. Assess the quality of professional performance of the Student:

- A) Has the Student's overall professional performance met with your expectations in general and as set forth in the Learning Contract?
- B) What projects/activities has the Student been working on? Has the Student completed assignments/projects to your satisfaction?
- C) In what ways has the Student developed professional relationships with other staff members?
- D) In what ways has the Student demonstrated the professional behaviors necessary for the required assignments (e.g., keeping time commitments)?

2) Assess the Student's professional competencies. (For Master's students, consider basing this also on the Professional Competencies endorsed by ACPA/NASPA)

- A) What are the observed professional strengths of the Student?
- B) What professional skills need further development?

3) Evaluate the professional experiences that the placement provided the Student and the activities in which they participated.

- A) What impact did the practicum/internship activities have on the goals and direction of the department/office?
- B) What professional skills has the practicum/ internship provided for the Student?

C) What interaction with other professionals has the practicum experience required?

Please share your assessments and feedback with the Student and provide them with opportunities for self-reflection. When completing written evaluations, provide the Student an opportunity to view your comments and numerical evaluation and ask questions about them. Finally, submit written evaluations to the Faculty Internship Coordinator by the deadline dates (e.g., e-mail, or student delivery).

On-site Supervisor's signature	Date
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Title

Address

Phone

Email
