Student and On-Site Supervisor Manual
Internship, Practicum, and Field Experience

Higher Education Administration & Student Affairs
(HIED 6/76492)
Kent State University

2022-2023
Dr. Stephen B. Thomas, Professor
Program Description

The Internship Program has been designed to provide a structure for the planning and implementation of internships, and to ensure high-quality experiences for students and other participants. Students enrolled in the Higher Education Administration and Student Affairs Program are provided with opportunities to participate in supervised, professional settings, in addition to those associated with a graduate assistantship. 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 Internship provides on-the-job experiences of reasonable depth and length to strengthen qualifications and broaden the range of career alternatives for the student.

In the Internship, there are four primary participants: 1) the Student, 2) the On-Site Supervisor, 3) the KSU Instructor, and 4) the Internship Coordinator.

Student: The Student is a graduate student enrolled in the HIED program at KSU and registered for either HIED 66492 (Master’s students) or HIED 76492 (Ed.S. or Ph.D. students). Students have the primary responsibility for constructing the Internship experience, completing the Internship, and providing evidence of having met the learning objectives required for academic credit.

On-Site Supervisor: On-Site Supervisors are experienced professional administrators actively employed at a college, university, or other higher education organization site. They are responsible for working collaboratively with the Student to design the
experience, supervising and mentoring the Student throughout the term, and providing constructive feedback and evaluation of the Student’s performance.

**Instructor:** The Instructor is the KSU faculty member of record for the course. Instructors review and approve applications and proposal plans 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 a mid-term “Teams” site visit. It is the Instructor’s responsibility to assign and submit a final grade of S (satisfactory) or U (unsatisfactory) by the university grading deadline. The Instructor also is available to both the Student and the On-Site Supervisor for discussion and support throughout the term.

Currently, the following faculty serve as KSU Instructors for the Internship:
Dr. Judy Lightner-Noll, Adjunct Professor, jlightn9@kent.edu
Dr. Stephen Thomas, Professor, sbthomas@kent.edu, White Hall 401K (330-672-0654).

**Internship Coordinator:** The Coordinator is a member of the Higher Education faculty who holds the primary responsibility to identify Internship sites, evaluate prior sites, approve applications prior to the beginning of the semester, and assign Students to KSU Instructors.

Questions or concerns about the larger Internship Program should be directed to:
Dr. Stephen Thomas, HIED Internship Coordinator, 401-K White Hall, Kent State University, Kent, Ohio 44242; 330-672-0654; sbthomas@kent.edu.

**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 that will help develop and refine competencies compatible with the academic and professional goals of the Student, in consultation with the Instructor 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 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; and
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**
Internships are supervised professional experiences involving a significant learning relationship between a Student and an On-Site Supervisor in which the 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 the Student.

The Internship requires a total Student time commitment of not less than 150 hours. For fall and spring terms, students generally will work 10 hours per week during a 15-week term. In the summer term, weekly hours are adjusted to complete the 150 minimum required hours.

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. If it is to begin even earlier, permission of the Coordinator is required.

Generally, Internships are not paid experiences. 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 (e.g., tuition, conference attendance, parking fees, etc.). A student may ask the On-Site Supervisor about any additional financial 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, professional attire).

Students enrolled in the Master’s degree program in Higher Education Administration and Student Affairs are generally required to complete two Internships for credit and may participate in as many as three. Education Specialists and Doctoral students are not required to enroll in Internships but may do so as electives. The number of internships to be included should be determined by students and their respective advisors/committees. Students may schedule two Internship experiences in one term but are not permitted to register for three in any single term.

**Site Selection and Application**

Students are welcome to consult with the Internship Coordinator about site selection and the availability of sites actively seeking interns. The “Internship Fair,” held every fall term, also should prove helpful in identifying possible sites and in acquiring contact information to set future interview days and times. After adequate exploration of alternatives, the Student should select a site as well as an On-Site Supervisor.

Once a site and On-Site Supervisor have been selected, the Student must complete an Internship Application form with signatures. Due dates are specified in Canvas.
The Internship Plan
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 either the Instructor or Internship Coordinator (if submitted prior to the beginning of classes).

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 with copies retained by the Student and the On-Site Supervisor.

The plan should include the following sections:

1) Cover Sheet
   a) Student name;
   b) Location (office number, building, and institution);
   c) On-Site Supervisor name, title, phone number, and e-mail address; and
   d) Signature lines and signatures of the Student and On-Site Supervisor.

2) General Description
   a) Introductory statement;
   b) Description of where and how this experience fits into the Student’s degree program and career plan (e.g., exploring a new area, experiencing a new type of institution, learning or refining specific skills); and
   c) Description of purpose and list of learning objectives for the Internship.

3) Specific Activities & Special Projects
   a) On-going activities & Projects (e.g., meetings, regularly scheduled tasks, publications, programs)
      i) Describe each planned on-going activity or project;
      ii) Describe how each relates to the objectives of the Internship; and
      iii) Describe for each what skills or knowledge will be required, what skills or knowledge are currently held by the Student, and what skills or knowledge will need to be developed and how.
   b) Assessment and Record-keeping
      i) Describe how the activities and projects, as well as the performance of the Student, will be assessed;
      ii) Describe what records will be left by the Student upon departure.
   c) Provide a weekly schedule of hours at the Internship site and a list of the dates of any major events or deadlines.

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 (deadline is provided in Canvas). 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.

Progress also will be assessed during the Instructor’s Teams site visit, to be arranged by the Student to occur sometime after the 50-hour mark. The Instructor will meet with the Student and On-Site Supervisor.

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 tasks, accomplishments, questions, challenges, 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 the following sections:
1) Introduction;
2) Restatement of purpose and learning objectives (from the plan);
3) Discussion of how the experience met or did not meet objectives;
4) Self-assessment of initial and final professional skills, abilities, and interests;
5) Connections between the Internship experience and past/present/future course work; and
6) Final reflections on the Internship and plans for the future.

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 Internship Coordinator.

**Expectations of the Student**

The Student is responsible for completing the following activities and assignments by the due dates identified in Canvas:
1) Submit a completed application form to the Internship Coordinator.
2) Submit a plan to the KSU Instructor.
3) Maintain a journal to be submitted to the KSU Instructor toward the end of the experience.
4) Ensure that the On-Site Supervisor has a copy of the syllabus and a mid-term evaluation form (submitted to the Instructor soon after completion of the 75th hour).
5) Coordinate the scheduling of the Teams site visit of the Instructor (any time after 50 hours).
6) Ensure that the On-Site Supervisor has a final evaluation form and has submitted it to the Instructor by the due date.
7) Submit the journal, summary paper, and completed evaluation form to the Instructor by the due date. This evaluation is your assessment of the experience and is in addition to the two evaluations prepared by the site supervisor. The form is confidential and is not shared with the site supervisor.
8) Students also are required to apply what they have learned in the classroom to what they are experiencing in the workplace. This may include applications of theory, questions regarding law or ethics, conflicts with what is perceived as “best practice,” and comments regarding course readings, as well as other possible applications.

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 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 plan, and sign the cover page indicating approval;
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 completion of the 75th contact hour. The mid-term evaluation should address the elements identified in the plan as well as general professional/ethical behavior and skills.
   b. The final evaluation form is due to the Instructor at the end of the term. It is the responsibility of the Student to notify the On-Site Supervisor of the specific due dates for the particular term. All due dates are identified in Canvas.
   c. We also request that you complete an evaluation of the Internship Program for our records (form available from the Student or online).
4) Schedule regular weekly meetings with the Student (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; and
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 Instructor.

**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 the Student 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 the Student?
   c) What interaction with other professionals has the internship experience required?

Please share your assessments and feedback with the Student and provide the student with opportunities for self-reflection. When completing written evaluations, provide the Student 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 Instructor will determine the final grade of S (satisfactory) or U (unsatisfactory), following a review of all materials and evaluations.

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

Dr. Stephen Thomas, Internship Coordinator