



WARNER
SCHOOL OF EDUCATION

UNIVERSITY *of* ROCHESTER

INTERNSHIP HANDBOOK

**For Higher Education and Student Affairs
Administration Students, Internship Hosts
& the Faculty Internship Coordinator**

EDF497 Supervised Internship in Higher Education

Educational Leadership, Higher Education

Warner School Mission Statement

At the Warner Graduate School of Education and Human Development, we believe that education can transform lives and make the world more just and humane. This vision informs our teaching, research and service as a research school of education, as we strive to:

PREPARE practitioners and researchers who are knowledgeable, reflective, skilled and caring educators, who can make a difference in individual lives as well as their fields, and who are leaders and agents of change;

GENERATE and disseminate knowledge leading to new understandings of education and human development, on which more effective educational policies and practices can be grounded;

COLLABORATE – across disciplines, professions and constituencies – to promote change that can significantly improve education and support positive human development.

Our diverse work in each of these domains is informed by the following underlying beliefs: the improvement of education is in pursuit of social justice; development and learning shape and are shaped by the contexts in which they occur; the complexity of educational problems requires an interdisciplinary and collaborative approach; and best practices are grounded in research and theory, just as useful theory and research are informed by practice.

Special thanks to the graduate preparation programs at Canisius College, Indiana State University, Iowa State University and Penn State University for permission to utilize parts of their internship handbook materials with global attribution in this handbook.

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INTRODUCTION

Top caliber classroom and research activities are critical to our student's professional growth and development. Equally important is the extension of that knowledge to professional practice. The internship experience at Warner is designed to bridge the space between the classroom and professional practice.

The goals of the Warner *Supervised Internship in Higher Education* (EDF497) course for students include:

- To have our students gain experience in key higher education, student affairs, and student services administrative areas
- To have our students accelerate the process of translating classroom theory to professional practice
- To help our students develop and refine their professional skills
- To provide our students opportunities to build mentoring and networking relationships
- And to assist our students in career exploration and decision making

In the process we recognize that there is work involved for internship sponsors and departments. We also believe the internship program can be very beneficial for participating hosts. Benefits reported by hosts include:

- Supporting programs, activities, and initiatives not otherwise possible
- Contributing to the development of their profession through training/mentoring new professionals
- Identifying interns as potential future staff
- And excellent professional development as individuals and departments through the intern hosting process

This internship handbook is designed as a guide to the internship experience for the student, the Internship Supervisor, and the Faculty Internship Coordinator (Coordinator). It outlines the process and expectations of each party and provides key administrative materials for the internship process.

INTERNSHIP COURSE REGISTRATION

Students generally register for EDF497 after they have successfully completed a minimum of two (2) courses in the Warner School, but may request to begin earlier. Students may register for internships for fall, spring, and summer terms.

INTERNSHIP LOCATIONS

Internships may be in any organization and department appropriate to higher education, student affairs, or student services administration. The Coordinator will provide a general listing of sites which Warner School has identified, however students may individually identify sites beyond this listing. Students should secure approval from the Coordinator for such sites in advance of serious negotiations with that site. While most internship sites will be in the Rochester region, students are encouraged to consider opportunities more broadly (such as summer internships through ACUHO, NODA, ACPA and NASPA offerings, etc.). Generally graduate assistantships or other current employment **may not** be used to meet internship requirements; specific exceptions may be made by the coordinator if the experience entails specific additional and different responsibilities consistent with the educational intentions of the internship experience.

INTERNSHIP NEGOTIATIONS

The Coordinator will provide a listing of offices, departments and organizations who have expressed general interest in hosting Warner interns. This does not guarantee that hosting an intern in these areas is possible every term. Once approved by the Coordinator, the student is responsible for initiating contact with the internship supervisor to determine if an internship experience is possible the term the student desires. If an internship is possible, the student and internship supervisor(s) must agree on the specific internship expectations in writing (see the Internship Description and Approval Form). This material must be submitted to the Coordinator for final approval by the date posted in the "Internship Approval Schedule" elsewhere in this document.

REQUIRED INTERNSHIP CREDITS AND HOURS

To meet degree requirements, full-time Warner higher education Master's programs require a total of three (3) credit hours of internship experience. In actual clock hours, this represents a minimum of 225 hours at internship sites.

While many internships are generally done in blocks corresponding to the academic semester, for a variety of reasons, sometimes variable schedules for internships are desirable. These include students not being able to do all 225

hours in one academic term; internship areas not being able to provide the full 225 hours of internship experience in the semester timeframe; and/or a desire by a student to broaden their experience by doing several smaller internship experiences. As a result, internships may be for varying length/credits as noted below. Expectations for internships for less than 225 hours/ three (3) credits must be approved in advance by the Coordinator.

Credits	Clock Hours
3	225
2	150
1	75

ZERO CREDIT INTERNSHIPS

The Higher Education faculty strongly encourages students to do more than the one required internship experience so that students can build their knowledge, skill, experience and professional network bases. Students may register for zero (0) credit internships any semester. Additional advantages to this are that the internship will show on academic transcripts, hosts are more inclined to support academic interns versus volunteers, and there are no tuition charges for zero credit internships. Zero credit internships may not replace the required internship.

Students must officially register for EDF497 for zero credits and work with the Coordinator for these experiences. Students will work with the Coordinator to determine which of the internship seminar expectations (reduced) the student must meet. Students may do zero credit internships prior to the for-credit internship with permission. Determination of which intended internship experience is for credit or zero credit must be made in conjunction with their academic advisor in developing the formal Program of Study to insure all degree requirements are met.

GENERAL INTERNSHIP PROCESS SCHEDULES

Internship Approval Schedule: Because internship negotiations and approvals require important and sometimes lengthy negotiations between the student, internship supervisor and the faculty coordinator, the timeline below has been established. Failure to meet deadlines may result in internship proposals being denied.

Internship Semester Schedule: The internship is both an experiential and an academic process. As such there are both on-site schedules and academic schedules to be followed. The global schedule is outlined. Global expectations are detailed in other sections of this handbook and specific expectations will be outlined by internship sites and in the course syllabus.

The general timeline for the term prior to the internship and the internship term is presented below.

Date	Action
Semester Prior	
Anytime	Indicate interest in doing internship to the Faculty Internship Coordinator
Following Meeting	Begin informational interviews and agreement negotiations with the internship supervisor. This may also include securing institutional approval from the host institution
Last Day of Classes	Submit internship agreement signed by the internship supervisor to the Faculty Internship Coordinator
Internship Semester	
First Week (approximately)	Begin internship hours
Second Week (approximately)	Internship Seminar 1
Fourth Week (approximately)	Internship Seminar 2
Ninth Week (approximately)	Internship Seminar 3
Fourteenth Week (approximately)	Internship Seminar 4
Last Day of Semester	All submissions Due

INTERNSHIP COMPLETION

Students must complete all internship hours and related assignments for the internship class before the last day of classes for the registered term. Extensions and incomplete grades for the course are made on an exception basis through the Coordinator.

INTERNSHIP TERMINATION

The Warner School fully expects that students will complete their internship experience successfully. We also recognize for a variety of reasons this may not always be possible. If a situation develops where it may not be possible or advisable for the student to complete the experience as originally intended, the student or host should immediately contact the Coordinator. Decisions on termination or reassignment of an internship will be made on a case-by-case basis by the coordinator with appropriate consultation with the student and, if needed, with the internship supervisor or other involved officials.

STUDENT EXPECTATIONS

The internship experience can play a major role in translating what is learned in the academic experience into professional practice, thus it is a significant professional development activity for students. In the Warner Higher Education internship program students play a major role by actively determining where their internship will be and directly negotiating the content of their experience with the internship sponsor. Internship responsibilities are intended to be similar to those of entry level professionals, or beyond if the situation and the student's skill set allows.

Global expectations of internship students fall into two areas, field work and academic expectations. Specific expectations for each area are developed with internship sponsors and with the seminar instructor. The global expectations for each are noted below.

Field Work Expectations

The specific details and scheduling of the field work component of the internship process are detailed in Internship Description and Approval document developed by the student and internship supervisor. The global expectations include:

Site Selection. In consultation with the Coordinator, determine what type of internship experience and professional practice areas best suit the student's career objectives. This process may involve cold contact and informational interview strategies to determine global fit and willingness to host the intern.

Negotiating Expectations. Once an internship host is determined, the intern is expected to actively negotiate with the host to develop meaningful expectations for the experience. The Internship Description and Approval document serves as the basis for those discussions. If the host institution requires approval for the internship, that must be included in this process.

Professional Behavior. The intern is expected to perform at a professional level throughout the internship experience. Although not an exhaustive list of expectations, the following are key items, including:

Timely Preparation. The intern is expected prepared adequately to meet the expectations of the internship.

Meeting Expectations. The intern is expected to meet all of the negotiated expectations in the internship agreement.

Professional Behavior. The intern is expected to conduct herself/himself at a professional level. This can include punctuality for office hours, activities, and with assignments; appropriate dress, language and

behavior for the setting; appropriate levels of independence and consultation with supervisors; etc.

Ethical Behavior. The intern is expected to display ethical behavior at all times during the internship. This includes, but may not be limited to, maintaining the strictest confidentiality with work related information; following the appropriate codes of conduct for that professional area; avoiding organizational politics; etc. The codes of ethics and professional standards for NASPA, ACPA, CAS, and individual professional associations within higher education provide excellent examples of ethical expectations for professionals working in higher educational settings.

Inquiry and Integration. The intern is challenged to look at the content of the internship experience on multiple levels – the immediate activities and content as one level; on another level studying how the process fits into their future practice as a professional in higher education administration.

Academic Expectations

The specific details and scheduling of the academic component of the internship process are detailed in the course syllabus for each semester. The academic expectations for students doing internships more than one semester will be modified by the Coordinator. The global expectations include:

Course Grading: The EDF 497 *Supervised Internship in Higher Education* course is graded on a **pass/no pass** (S/U) basis. Grading will be based on completion of the required internship hours; a positive performance evaluation by the internship supervisor; and a grade of pass on all required internship seminar materials.

Internship Seminar: All students are expected to attend the Internship Seminar. The class will meet four times during the semester. The seminar will include readings, content assignments, discussions of the internship experience, progress reports, etc.

Weekly Online Journal. All students are expected to make weekly submissions to their online journal via Blackboard. These will be individual versus class journals, thus only shared by the intern and the Coordinator. The coordinator will regularly monitor and comment on submissions. These are intended to be ongoing, dynamic discussions of the experience versus busy work, thus are due weekly instead of a “paper diary” at the end of the internship experience.

Internship Experience Portfolio. All students are expected to submit a portfolio illustrating their internship experience at the end of the term. Typically this is in the form of a resource binder which includes training and professional development materials, materials the intern has developed during the internship, activities the intern has attended (conferences, training seminars, etc.), and other

materials representing the content of the internship experience. After review by the internship coordinator, the portfolio will be returned to the intern as a future professional resource and a source of information for prospective employers.

Internship Experience Reflection Paper. All students are expected to submit a 5-7 page summary of their internship experience. The paper will respond to specific questions posed by the Coordinator. This reflection paper is due the last day of classes of the internship semester.

Internship Site Evaluation. All students are expected to submit the Internship Site Evaluation form to the Coordinator by the last day of classes of the internship semester. This document is confidential and will be used to assist in appropriate placement of interns at that site in the future.

INTERNSHIP SUPERVISOR EXPECTATIONS

The Warner School very much appreciates the willingness of departments and Internship Supervisors to host our interns. As noted in the introduction, former hosts have noted benefits to their departments, their professional development, and to their profession through this process. At the same time it also requires work for hosts and their organizations. The internship experience is both a major professional preparation activity and equally serious academic process for the students involved. To assist the host site and the supervisor, this section is designed to outline internship host expectations as clearly as possible.

While the intern may perform a variety of tasks and work with a variety of members of the host organization, for purposes of continuity one member of the host's professional staff must be designated as the Internship Supervisor for purposes of overall supervision, communications, final evaluation, etc. This person serves as a professional role model for the intern in job performance, personal growth, and professional ethical behavior. The supervisor is expected to possess the appropriate training and knowledge in their field through appropriate professional credentials and professional experience.

Recognizing the dynamics and complexity of organizations often requires flexibility, the general expectations of the Internship Supervisor and host department include:

1. ***Developing the Internship Expectations.*** It is the responsibility of the intern to meet with the internship supervisor to explore and ultimately formalize expectations for the internship. Expectations should be targeted to what an entry level professional might be expected to perform, or beyond if the intern's skill set warrants. These expectations will ultimately be formalized in the "Internship Description and Approval Form" included in this handbook. The supervisor is encouraged to present departmental needs and guide the student toward realistic goals and activities consistent with the internship expectations and time constraints.
2. ***Intern Orientation.*** The supervisor is responsible for providing an orientation process for the internship position. This should include information about the host department, the physical office site, the organizational structure, and the role the intern will play. It should include formal introductions to the staff of the department and others that may be instrumental to the intern's work. And the orientation should include a discussion of the culture and ethics of the organization, the expectations this places on the intern, and how that might impact the intern's work.
3. ***Supervision.*** The supervisor is expected to conduct a minimum of bi-weekly, one-on-one meetings with the intern. Initial meetings may cover topics such as continuation of the orientation process, organization and clarification of internship activities, etc. As the internship progresses focus may shift to

reviewing the intern's progress on meeting requirements, consultation on projects, positive feedback and discussions of mutual concerns, and other relevant topics. Because the internship process is often part of a career orientation process, the supervisor is encouraged to share insights and experiences related to professional expectations, ethics, their functional area in higher education, and ideas on how the intern can enter the profession successfully.

4. **Evaluation.** The internship is an important part of the intern's pre-professional development, thus constructive feedback is important.
 - a. The supervisor is expected to provide **on-going feedback** to the intern concerning performance of agreed upon duties, overall performance and behavior at the internship site, and other useful information for the intern's professional development.
 - b. The supervisor is expected to conduct an informal **mid-internship evaluation** to the intern. This is an opportunity to indicate where the intern is performing well and indicate where and how improvement can/ should be made. This is also the opportunity to make formal changes in the internship agreement to take advantage of new opportunities or deal with issues. While not using the Internship Supervisor's Evaluation form for this evaluation, it can serve as a valuable tool in shaping the discussion. If there are significant disagreements between the supervisor and the intern, either/both are encouraged to contact the Warner Faculty Internship Coordinator for assistance.
 - c. The supervisor is expected to conduct a **formal final written evaluation** at the end of the internship process via the Internship Supervisor's Evaluation form provided later in this handbook and from the internship student electronically. A formal one-on-one review of the evaluation form is part of that evaluation process. This feedback is an important part of the intern's professional preparation process, thus we encourage open and honest feedback – both praise and criticism – to allow the student to grow from the experience.

FACULTY INTERNSHIP COORDINATOR EXPECTATIONS

The Faculty Internship Coordinator has globally responsibility for the administrative organization and academic content of the Higher Education internship program. Specific expectations include but are not limited to:

1. ***Student Internship Determinations.*** Help students determine internship possibilities to support their academic and career interests. Assist students to develop strategies to successfully negotiate internship agreements.
2. ***Internship Handbook.*** Develop and regularly update an internship handbook as a guide for the internship process for students, internship hosts and the Warner School.
3. ***Internship Sites.*** Actively solicit appropriate sites to host interns. Provide a listing of internship sites as a resource for students seeking internship placements.
4. ***Host Institution Review.*** Provide for students and internship sites materials and support necessary to meet institutional review requirements for individual institutions.
5. ***Internship Agreements.*** Review all proposed internship agreements to determine that they are appropriate and meet Warner School internship expectations.
6. ***Internship Seminar.*** Design and teach the academic component of the internship process, EDF497 *Supervised Internship in Higher Education*.
7. ***Advice and Counsel.*** Available to students, internship supervisors and others during the internship semester for advice and counsel regarding the internship experience.
8. ***Supervisor and Site Evaluations.*** Responsible for collection, review and proper archiving of all Internship Supervisor's Evaluations and Internship Student's Evaluation of the Internship Site materials.

Warner Graduate School of Education and Human Development
Educational Leadership, Higher Education

**INTERNSHIP DESCRIPTION AND APPROVAL FORM
(Sample General Form)**

*The student should complete this form (**electronically**) in consultation with the internship supervisor. After securing the supervisor's approval and signature, the student should submit this form to Faculty Internship Coordinator, Dr. Andrea Barrett for approval. This process should be completed in accordance with the published timelines for internship approval and registration.*

Name of Student: _____

Internship Semester:

_____ Fall Semester 20_____ _____ Spring Semester 20_____

_____ Summer Semester 20_____

**PLEASE COMPLETE THE FOLLOWING INFORMATION RELATED TO THIS
INTERNSHIP**

Name of Office: _____

Name of University: _____

Name of Supervisor: _____

Supervisor's Title: _____

Supervisor's Telephone: _____

Supervisor's Email address: _____

INTERN PREPARATIONS

The intern should be prepared in advance to provide the host site the following information

- An updated copy of your resume which describes your **current skills and experiences** that serve as preparation for your work in this internship experience.
- A listing of your **related coursework** that serve as preparation for your work in this internship experience.
- A description of your **reasons** for wanting this particular internship experience.

INTERNSHIP EXPECTATIONS/ACTIVITIES

(Intern & Supervisor) On a separate page, **attach a formal internship job description if a formal one has been developed or a summary of expectations.** Please describe the general and as many specific internship expectations as possible at this point. Please include intended learning outcomes for expectations and any preparation steps (training, meetings, reading/study, etc.) necessary for the intern to achieve these outcomes.

(Intern & Supervisor) Please note agreements regarding work hours, length of internship, any compensation if appropriate, etc.

Internship starting date: _____

Internship completion date: _____

Number of hours per week: _____

Internships are academic experiences, but occasionally sites offer compensation or other agreement/expectations. If offered, please describe:

The signatures of the student and the supervisor indicate that they agree with the terms and responsibilities indicated above.

Signature of Higher Education Student: _____

Date: _____

Signature of Internship Host/Supervisor: _____

Date: _____

Signature of the Faculty Internship Coordinator: _____

Date: _____

Warner Graduate School of Education and Human Development
Educational Leadership, Higher Education

INTERNSHIP SUPERVISOR'S EVALUATION

Name of Student _____

Name of Supervisor _____

Supervisor's Title/Position _____

Department _____

Institution _____

Supervisor's Telephone Number _____

Supervisor's Email Address _____

Instructions for Supervisors:

1. Each student is required to complete a minimum of 225 hours of internship for graduation. The student receives academic credit for internships and a grade of pass/fail. The grade is based upon the completion of the required hours, a portfolio of their internship work, the completion of work in their internship seminar, and your evaluation.

2. Thank you again for providing this opportunity. Because your evaluation is required for the student to receive his/her grade, please complete this form immediately after the completion of the internship and send paper or electronic copies to Dr. Andrea Barrett, Margaret Warner Graduate School of Education and Human Development, Box 270425, University of Rochester, Rochester, NY 14627. Please contact me at 585-275-1007 or abarrett@warner.rochester.edu with any questions or concerns.

NOTE: Because this internship is a learning experience for the student this evaluation is not a confidential one. This document must be reviewed directly with the student prior to submission. The student will have access to this evaluation and it will become part of her/his academic file.

Please check the applicable boxes.

The student completed the internship during the following period:

_____ Fall Semester 20_____

_____ Spring Semester 20_____

_____ Summer 20_____

Dependability: Consider how the student fulfilled your expectations in terms of reliability, such as fulfilling office hours, etc.

- _____ Exceptional
- _____ Consistently well done
- _____ Fulfilled expectations but not unusual
- _____ Somewhat fulfilled expectations
- _____ Did not fulfill expectations

Comments:

Quality of Work: Consider how the student met your expectations in terms of the thoroughness and professionalism of the duties fulfilled and the work produced.

- _____ Exceptional
- _____ Consistently well done
- _____ Fulfilled expectations but not unusual
- _____ Somewhat fulfilled expectations
- _____ Did not fulfill expectations

Comments:

Quantity of Work: Consider how the student met your expectations in terms of completion of the work expected and the volume of work completed.

- _____ Exceptional
- _____ Consistently well done
- _____ Fulfilled expectations but not unusual
- _____ Somewhat fulfilled expectations
- _____ Did not fulfill expectations

Comments:

Supervision: Consider how the student met your expectations in terms of the supervision s/he required.

- _____ Justified utmost confidence and required minimum supervision
- _____ Applied self well and required occasional supervision
- _____ Fairly conscientious and required consistent supervision
- _____ Required considerable supervision
- _____ Required constant supervision

Comments:

Professionalism: Consider how the student met your expectations in terms of demeanor and interactions with students, parents, and others in fulfilling his/her job responsibilities.

- _____ Conducted oneself with utmost professionalism at all times
- _____ Conducted oneself appropriately in professional settings
- _____ Needed to be tutored in professional behavior but fulfilled expectations
- _____ Often needed to be reminded about professional behavior
- _____ Did not meet expectations in terms of professionalism

Comments:

Colleagueship: Consider how the student met your expectations in terms of interactions as a temporary member of your staff and division.

- _____ Exceptional in working with and assisting others
- _____ Quick to volunteer to work with and assist others
- _____ Generally worked well with and assisted others
- _____ Cooperation sometimes had to be solicited
- _____ Did only what was stated in the job description

Comments:

Willingness to Learn: Consider how the student approached his/her job responsibilities as an opportunity to learn and grow as a professional.

- Exceptional in seeking out opportunities to learn
- Quick to seek opportunities to learn
- Generally sought out opportunities to learn
- Fulfilled responsibilities only and waited for others to provide needed information
- Did not seek the needed information to fulfill responsibilities

Comments:

Preparation: Understanding that internships are learning experiences, how well prepared was the student to assume the responsibilities of the position?

- Exceptionally well prepared to assume responsibilities
- Very well prepared to assume responsibilities
- Well prepared to assume responsibilities
- Somewhat prepared to assume responsibilities
- Unprepared to assume responsibilities

Comments:

Additional Remarks (optional):

Please rate the intern's overall performance:

_____ Exceeded Expectations

_____ Met All Expectations at Least at the Minimum Level

_____ Met Some Expectations but Needs to Improve in Some Areas

_____ Did Not Meet Expectations

Supervisor's Signature: _____

Date: _____

Faculty Internship Coordinator's Signature: _____

Date: _____

Warner Graduate School of Education and Human Development
Higher Education/Student Affairs

INTERNSHIP STUDENT'S EVALUATION OF THE INTERNSHIP SITE
(Confidential and will not be shared with host sites)

Name of Student _____

Name of Internship Site _____

Please evaluate the internship experience with regard to the following areas:

	Excellent	Good	Fair	Poor	Not Applicable
Involvement in the overall operation of the internship site					
Involvement in meaningful projects					
Quality of supervision					
Amount of supervision					
Opportunity for skill development					
Opportunity to gain new knowledge					
Interaction with other professionals at the site					
Opportunity to complete expectations from the internship agreement					
Overall evaluation of the internship experience at the site					

What suggestions would you give the Warner School and students considering this internship, department, or institution in the future?

Additional comments: