



Higher Education
Student Affairs

**Higher Education Student Affairs
Graduate Program
Internship Manual for Site Supervisors**

Department of Human Services
College of Education & Allied Professions
Western Carolina University
McKee G22
Cullowhee, NC 28723

Dear Internship Site Supervisor,

Thank you for selecting a [Higher Education Student Affairs \(HESA\)](#) graduate student to serve as an intern in your department. I am so pleased our students are able to work with organizations such as yours, where they can contribute their skills while observing and learning from knowledgeable and dedicated professionals. While working in your department, the student is simultaneously enrolled in an internship course (HESA 683, 684, or 685), and I am the course instructor. The internship course placements are required for the master's degree in Higher Education Student Affairs at Western Carolina University. All students are required to complete at least 300 supervised internship hours across two courses in an area of student affairs, academic affairs, or related area at an approved internship site. The primary purpose of the internship is to enhance the student's learning through hands-on experience with the opportunities and demands of work in the student services field in higher education.

In this document, I have included important information that will help both you and me support and evaluate the student:

1. The Role of the HESA Site Supervisor (5 guidelines)
2. Evaluation Form of HESA Intern by Site Supervisor (due at the end of the term)

If there is anything I can do, as the course instructor, to strengthen your connection to the program or to enhance our students' experience, please do not hesitate to contact me. Best wishes for a productive and enriching semester and thank you so much for all you do!

Sincerely,



April L. Perry, PhD ([she/her](#))
Associate Professor & Program Director,
[Higher Education Student Affairs Graduate Program](#)
Western Carolina University; McKee G22-B
828.227.3283 | alperry@email.wcu.edu
<https://aprilperry.weebly.com/>
Communication|Strategic|Discipline|Maximizer|WOO

Role of HESA Internship Site Supervisor

In order to best fulfill the educational goals of the HESA graduate program, in alignment with the CAS Standards, we ask that all supervisors adhere to the following guidelines. These guidelines help the student, site supervisor, and faculty manage expectations and maximize learning. If you have any questions or suggestions about these guidelines, please contact the course instructor and/or HESA Program Director.

1. Develop a learning contract and establish resources

With the graduate intern, develop a learning contract that includes:

- A written description of internship duties.
- Educational goals and learning outcomes the intern can expect to achieve through the internship.
- Identify at least two (of the 10) [Professional Competencies](#) the intern will further develop through this experience (discussed further in #5 below).
- Provision for instruction from you, the site supervisor, on carrying out the duties of the professional internship.

Note: This is the first assignment the students will have associated with the course. This is something we expect the two of you to develop together.

Work Space

Field sites are expected to provide the graduate intern with a space and resources to perform the tasks associated with the internship. This may include a desk, computer with internet access, access to a telephone, access to software, etc.

2. Set a work schedule for the intern (150 hours total)

Please recognize that the graduate intern is also a graduate student. Please communicate directly with them about their academics and help them integrate their in-and-out-of-class experiences.

- A total of 150 hours per term is required of the graduate intern (approximately 10 hours/week over a 15 week semester; approximately 18-20 hours/week over an 8-week summer term). Hours include time spent in the office, student contact outside of the office, and preparation time for special assignments.
- If the internship is one in which the intern performs “on-call” responsibilities, this time is may or may not be included in the 150 hours. Please work directly with your intern to determine this.
- Time off and Breaks- we expect you to treat your intern as an employee, so students should follow established policies to address necessary personal time off, emergencies, and sickness. Although we do not expect students to make up hours due to illness, the student should arrange with the supervisor to make-up any other missed hours. You should discuss your organization’s policy/expectations regarding calling in sick, etc. when you set the student’s schedule at the beginning of the semester. Also, please note students are not expected to work on official university holidays or times designated as term breaks for students (e.g. advising day, fall/spring breaks, public holidays, etc.).

3. Hold one-on-one meetings

It is recommended that you hold one-on-one supervisory meetings with your intern for a minimum of 30 minutes per week. These meetings provide an opportunity to reinforce positive feedback as well as constructive criticism about the intern’s performance. Initially, sessions may cover such topics as orientation to the workplace, start-up work on outlined activities, and review of the student’s plans for

development. As the field experience progresses, this time should be spent reviewing the student's progress in achieving desired competencies, progression of projects undertaken, discussion of professional concerns as they affect the workings of the cooperating institution, or other relevant topics. In addition to providing the student feedback, this time is designed for the site supervisor to teach and mentor the intern.

4. Provide a written performance evaluation

At the end of the semester, please provide **two forms** of feedback: one to the student and one to the internship course instructor. Please provide the student with a written performance evaluation and make an appointment to discuss this written evaluation with the intern. Supervisors may use their own evaluation form, an evaluative letter, or the form provided by the HESA program.

The second form of feedback is for the course instructor and will result **in 60% of the student's grade** in the course. Included in this manual is a copy of the "Evaluation of the HESA Intern."

In the event that a student's performance is considered by the supervisor to be unsatisfactory, the supervisor should consult with the student about their performance by the seventh week of the semester (and/or half way through the internship, if over the summer). The supervisor should also inform and consult with the course instructor about such problems.

The expectation is that our students to behave in a professional and responsible manner. This includes adhering to the dress code of the organization. The supervisor should share this policy and/or expectation with the student before or during the first day on site. If your intern does not meet your expectations in any of these areas, please provide specific feedback outlining areas for improvement. Remember, this is a transition period and learning opportunity for the students. Your feedback will help them develop successful workplace habits for the future. If you do not see improvement, please contact the internship course instructor. If the intern's performance is below standard, and they are not responding to corrective feedback, we may have to consider dismissing the intern.

5. Consult the ACPA/NASPA document

We recommend that supervisors keep a copy of the ACPA/NASPA *Professional Competency Areas for Student Affairs* on file (link below). Students, faculty, and internship supervisors are encouraged to consult these competency areas as they apply to their specific settings and situations. This can also be used to help demonstrate high levels of professional and ethical conduct in their educational responsibilities.

The full document is available here:

http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf

List of 10 Professional Competencies:

- Personal and Ethical Foundations (PPF)
- Values, Philosophy, and History (VPH)
- Assessment, Evaluation, and Research (AER)
- Law, Policy, and Governance (LPG)
- Organizational and Human Resource (OHR)
- Leadership (LEAD)
- Social Justice and Inclusion (SJI)
- Student Learning and Development (SLD)
- Technology (TECH)
- Advising and Supporting (A/S)

5. Rate the intern you supervise on a scale of 1-4 based on the criteria below according to their level of accomplishment or ability demonstrated in the internship this semester:

4 =exceptionally high level; a superior performance; exceeded expectations

3 =high level; good; consistent with expectations

2 =moderate level; adequate; met some but not all of expectations

1 =low level; definite improvement needed; did not meet expectations

_____ Degree to which the intern has met the overall objectives and the internship responsibilities

_____ Ability to assume active responsibility within the office or department

_____ Development of practitioner skills and competencies

_____ Ability to work effectively with people

_____ Reliability and maintenance of appointments and commitments

_____ Ability to balance time and energy demands of graduate coursework and internship responsibilities

_____ Ability to function effectively independent of close supervision

6. On the following scale, how would you rate your overall level of satisfaction with your intern's performance this semester?

0= terrible, 10=unhappy, 15=mostly dissatisfied, 20=mixed, 25=mostly satisfied, 30=pleased, 35=delighted)

Your response number: _____