

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

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

**2024-2025  
Dr. Judy Lightner-Noll, Instructor**

## Table of Contents

Program Description	2
Objectives	3
Guidelines	3
Site Selection and Application	4
The Internship Plan	5
Evaluation and Documentation	6
Expectations of the Student	6
Expectations of the On-Site Supervisor	7
On-Site Supervisor Guidelines for Evaluation of the Student	8
Grading	9
University Syllabus Statements	9

## 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 will have 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, Dr. Judy Lightner-Noll, Adjunct Professor, [jlightn9@kent.edu](mailto:jlightn9@kent.edu) serves as the KSU Instructor for the Internship

Internship Coordinator: The holds the primary responsibility to help 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 Internship Program should be directed to:  
Dr. Judy Lightner-Noll, Adjunct Professor, [jlightn9@kent.edu](mailto:jlightn9@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 must be located at a site different from the current or former graduate assistantship, paid job, or previous Internship (except in rare occasions approved by both the student's advisor and the internship coordinator).*** 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 and provide the Site-Supervisor a copy of this syllabus/manual. 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 via Teams.

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 on-going 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) Participate in a brief, individual introductory meeting with the Instructor at the beginning of the semester.
- 4) Maintain a journal to be submitted to the KSU Instructor toward the end of the experience.
- 5) Ensure that the On-Site Supervisor has a copy of the syllabus/manual and the to-be-completed mid-term evaluation form.
- 6) Coordinate the scheduling of the Teams site visit of the Instructor (meeting to be any time after 50 hours).
- 7) Ensure that the On-Site Supervisor has a final evaluation form and has submitted it to the Instructor by the due date.
- 8) Submit the journal, summary paper, and completed self-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.**
- 9) ***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. This may be done in the Summary Paper.***

### **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 or during the first week of the internship;
- 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).
- 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., Assessment reports, 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.

## **University Syllabus Statements**

### **Accessibility and Accommodation Statement:**

*Kent State University is committed to inclusive and accessible education experiences for all students. University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure equal access to course content. Students with disabilities are encouraged to connect with Student Accessibility Services as early as possible to establish accommodations. If you anticipate or experience academic barriers based on a disability (including mental health, chronic medical conditions, or injuries), please let me know immediately.*

*Student Accessibility Services (SAS) Contact Information:*

*Location: University Library, Suite 100*

*Email: [sas@kent.edu](mailto:sas@kent.edu)*

*Phone: 330-672-3391*

*Web: [www.kent.edu/sas](http://www.kent.edu/sas)*

### **EHHS Mental Health Syllabus Statement**

*Kent State University is committed to supporting and advancing the mental health and well-being of students. During your academic journey, you may experience personal challenges that contribute to barriers in learning. The University provides a variety of confidential mental health services to help you manage personal challenges that*

threaten your emotional or academic well-being. Remember, reaching out for help is a smart and courageous thing to do – for yourself and for those who care about you.

- If you need immediate help, contact Campus Police Services at 330-672-2212 or dial 911.
- [The Counseling Center](#) (330-672-2208; 325 White Hall) provides individual mental health counseling services for a wide range of concerns. Daytime, evening, and weekend hours are available in both in-person and telehealth formats. Counseling is completely free.
- [Counseling and Psychological Services](#) (CAPS; 330-672-2487; Van Campen Hall) provides a variety of in-person and telehealth services, as well as a variety of workshops and self-help skills resources to promote resilience and reduce stress. Services are available M-F, 8:00 AM-5:00 PM. There is a fee for some services at CAPS.
- [Psychological Clinic](#) (330-672-2372; 176 Kent Hall) provides a complete range of assessment and therapy for individuals, couples, children, and families. Daytime and evening hours are available in both in-person and telehealth formats. Counseling is completely free.

If you are dealing with heightened feelings of sadness or hopelessness, thoughts of harm or suicide, or increased anxiety, contact the Kent State 24-Hour Hotline at 330-672-2487 (select option 3) or connect through the Crisis Text Line (text 4HOPE to 741741). Persons of color may also choose to text STEVE to 741741 for assistance. Help also is available 24/7 through the Ohio CareLine at 1-800-720-9616 and through the National Suicide Prevention Hotline at 988.

### **Diversity Statement**

Kent State University is committed to the creation and maintenance of equitable and inclusive learning spaces. This course is a learning environment where all will be treated with respect and dignity, and where all individuals will have an equitable opportunity to succeed. The diversity that each student brings to this course is viewed as a strength and a benefit. Dimensions of diversity and their intersections include but are not limited to: race, ethnicity, national origin, primary language, age, gender identity and expression, sexual orientation, religious affiliation, mental and physical abilities, socio-economic status, family/caregiver status, and veteran status.

### **Religious Statement**

The University welcomes individuals from all different faiths, philosophies, religious traditions, and other systems of belief, and supports their respective practices. In compliance with University policy and the Ohio Revised Code, the University permits students to request class absences for up to three (3) days, per term, in order to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Students will not be penalized as a result of any of these excused absences.

The request for excusal must be made, in writing, no later than fourteen (14) days after the first day of instruction in a particular course and include the date(s) of each proposed absence or request for alternative religious accommodation. The request

must clearly state that the proposed absence is to participate in religious activities. The request must also provide the particular accommodation(s) you desire.

You will be notified by me if your request for accommodation is approved, or, if it is approved with modification. I will work with you in an effort to arrange a mutually agreeable alternative arrangement. For more information regarding this Policy you may contact the Student Ombuds ([ombuds@kent.edu](mailto:ombuds@kent.edu)).

### **LAND ACKNOWLEDGMENT STATEMENT**

We acknowledge that the lands of Kent State University were the previous homes of people who were removed from this area without their consent by the colonial practices of the United States government. Before removal, these groups created networks that extended from Wyoming to the Florida Coast and Appalachia and to the northern reaches of Lake Superior. These societies included people of the Shawnee, Seneca-Cayuga, Delaware, Wyandots, Ottawa and Miami. We honor their lives – both past and present – and strive to move beyond remembrance toward reflection and responsibility through honest accounts of the past and the development of cultural knowledge and community.

### **RACIAL EQUITY STATEMENT**

Kent State University has a storied history of advocacy and student activism that informs and shapes both the identity and actions of the institution and its community members. KSU takes pride in its reputation as an institution where anti-racism has taken roots since at least the late 1960s and early 70s through the collective resistance of Black students, faculty and staff against systemic racism and inequalities in the United States. This activism has continued to the present day.

Kent State is committed to working collectively to dismantle systemic injustice so that Black, Indigenous, Asian American, Hispanic and all People of Color feel that they belong, are welcome and that they can fully participate in our university community. Challenging these structural forms of oppression requires a dismantlement of the racist and racialized structures that sustain them. To make this dismantlement of racism possible, we pledge to:

Review and enact our institutional policies in ways that are true to our values

Engage with community

Educate and inform faculty, staff and students

Utilize our institutional and collective power to correct issues of inequity in our communities

Correct and prevent injustices in our institutional and unit-level practices

Foster open and productive dialogue that is both robust and respectful

Fearlessly speak to our values

Kent State University community will continue to work towards opposing all forms of racial discrimination, harassment, intimidation, hatred, belittling, stereotypes, condescension, microaggressions and recognize their legacies which ostracize groups based on race and skin color. We understand that these forms of domination have historically existed within structural and systemic oppressions supported by classism, sexism, ageism, ableism, homophobia, transphobia, xenophobia, and other markers. We will work to create an anti-racist university where all individuals are treated equitably with respect to their varied racial experiences and to foster that aim

*throughout the fabric of our institutional culture and community. Our shared effort to improve racial equity involves not only internal instructional, programmatic, environmental and policy decisions, but also the recognition of the university's roles as an economic driver, community partner, and public policy influencer.*

***Syllabus Disclaimer:***

This syllabus is subject to change based on the needs of students and/or the instructor or for unforeseen circumstances. Changes will be announced in class and/or by email as well as posted on Canvas. If anything in the syllabus is unclear to you, please contact me for clarification.

*Portion of this syllabus are adapted from Dr. Stephen Thomas' Internship in Higher Education course (Kent State University).*