Master of Education (M.Ed.) in Higher Education

Student Handbook

Higher Education Administration

Student Affairs Practice in Higher Education

AY 2010-2011

Center for the Study of Higher Education

Department of Leadership, Foundations & Policy

Curry School of Education

University of Virginia

179 Ruffner Hall

405 Emmet Street S.

Charlottesville, VA 22904

(434) 924-7782
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FOREWORD

The Master of Education (M.Ed.) in Higher Education Student Handbook provides general information for prospective applicants and serves as a guide for current Higher Education Administration (HEA) and Student Affairs Practice in Higher Education (SAPHE) students. This handbook is intended to supplement, but not supplant, the Graduate Record. Students should familiarize themselves with both documents. The Graduate Record is available online, www.virginia.edu/registrar/records/gradrec/.

Inquiries regarding policies and procedures should be directed to Christian Steinmetz, coordinator of the M.Ed. program, cls5p@virginia.edu.

FACULTY

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Purpose and Programs

Established in 1969, The Center for the Study of Higher Education is an instructional, research, and service unit of the Curry School of Education. The instructional program provides college, university, and adult-education leaders with the opportunity to explore established and emerging practices in postsecondary education, to analyze current issues and programs, to examine institutional priorities and commitments, and to conduct original research on various areas of higher education policy and practice. Instructional programs offered by the Center for the Study of Higher Education lead to the degrees of Master of Education and Doctor of Philosophy. Postdoctoral study and research opportunities are provided through the Center's professional development program. Center programs also function as minor fields of study for students majoring in other programs of the Curry School and the University.
Program Descriptions
The Master of Education (M.Ed.) in Higher Education is designed to prepare students for leadership roles in a variety of positions in postsecondary education. The program emphasizes knowledge of theories that underlie practice; the study of student experiences and development; awareness of the organizational and environmental characteristics of the various types of postsecondary educational institutions; and an understanding of the political and social forces that shape higher education.

Students enrolled in the Higher Education masters program may specialize in Higher Education Administration (HEA) or Student Affairs Practice in Higher Education (SAPHE).

The program offers both full- and part-time options. Full-time students complete the program in twelve months. Students who are enrolled part time will typically complete the program within two to three years. The M.Ed. is awarded upon completion of 36 credit hours.

The full-time program begins on or about June 10 of each year and concludes on or about May 31 of the following year. Students who are enrolled part time will typically complete the program within two to three years. The M.Ed. is awarded upon completion of 36 credit hours.

By the completion of the program, graduates will be able to:

- Demonstrate an understanding of the history, philosophy, policies, and legal and ethical practices within the higher education context.
- Describe various administrative functions and discuss current issues of significance in the field.
- Demonstrate an understanding of theories in the field and their application to serving students and the higher education community in general.
- Demonstrate basic counseling skills (for SAPHE students).
- Demonstrate an understanding of the college-student experience.
- Demonstrate an understanding of the importance of diversity in the profession and how to promote diversity in practice.
• Write critically, analytically, and in a manner appropriate to the variety of writing tasks required of higher education administrators.

• Demonstrate the capacity to conduct assessment and/or research and interpret and apply such research as professionals.

• Demonstrate the ability to link theory to practice in order to become a competent higher education administrator.

PROGRAM OF STUDY

Core Curriculum (21 credits)

<table>
<thead>
<tr>
<th>Class</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDLF 8649</td>
<td>Introduction to Higher Education (3)</td>
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<td>Organization and Governance of Higher Education (3)</td>
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<td>EDLF 8985</td>
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Research Methods Requirement (3 credits)

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<tr>
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<td>Foundational of Educational Research (3)</td>
</tr>
<tr>
<td>EDLF 7310</td>
<td>Educational Statistics I (3)</td>
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Higher Education Administration Concentration (12 credits)

<table>
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<tr>
<td>EDLF 8658</td>
<td>Management and Planning in Higher Education (3)</td>
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Student Affairs Practice in Higher Education Concentration (12 credits)

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<td>EDHS 7290</td>
<td>Essential Counseling Skills (3)</td>
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<tr>
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*See the appendix for more information about the internship component.*
Possible Electives

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<td>Legal Aspects of College Administration (3)</td>
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<td>EDLF 8664</td>
<td>The Community College (3)</td>
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<td>EDLF 8665</td>
<td>Contemporary Issues in American Higher Education (3)</td>
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<tr>
<td>EDLF 9800</td>
<td>Topical Seminar in Higher Education (3)</td>
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*Other courses within the School of Education or outside of the school may be taken with approval of the program coordinator.

ADMISSIONS PROCEDURES

Applications

The application deadline is February 1 for students who wish to be considered for the program.

Applications for admission to graduate study and professional development are available online, www.curry.edschool.virginia.edu. Prospective students must:

- hold a baccalaureate degree;
- have a B average or better for the last two years of undergraduate study;
- submit an application for admission and official transcripts of all previous undergraduate and graduate work;
- submit official score reports for the Graduate Record Examination (scores must be less than five years old);
- submit at least two letters of recommendation from professionals who can attest to the candidate’s promise as a graduate student and professional educator;
- submit a statement of professional goals; and
- submit a resume.

Common Procedures for All Degree and Diploma Programs

A $60 non-refundable application fee (amount subject to change) must accompany the application.

Official transcripts of all previous undergraduate and graduate work, Graduate Record Examination
scores (except for professional development students), a statement of goals, two letters of recommendation, and a resume must be provided as part of the application process. Foreign students whose first language is not English must also submit their TOEFL scores.

After the Curry admissions office has received all of the necessary application materials, the file is forwarded to the Center for the Study of Higher Education for review by the faculty. A recommendation to grant or deny admission is made by the faculty, and the applicant is then notified of the decision by the admissions office.

Upon notification of acceptance, the student must accept the offer in writing and take at least one course within one year of the matriculation date stated on the application or the application materials will be destroyed, requiring a new application for readmission. Readmission is not automatic in such instances and will depend upon a full review of the applicant's file.

**FINANCIAL ASSISTANCE**

Students may qualify for financial aid, including federal work-study. To be considered for aid, applicants must submit the Curry School Application for Departmental Financial Aid for Graduate Students and the Free Application for Federal Student Aid (FAFSA).

The Curry School Application for Departmental Financial Aid for Graduate Students is available online, www.curry.edschool.virginia.edu. Financial aid applications received by February 1 will be given priority. Students who apply after that date will receive aid only insofar as it continues to be available.

The priority filing date for the FAFSA is March 31. The University of Virginia’s school code for the FAFSA is 003745. For the quickest and most accurate processing, students are encouraged to complete the FAFSA online. University financial aid information and applications are available online, www.virginia.edu/financialaid/graduate.php. If needed, students may contact the Office of Financial Aid for assistance in obtaining loans or part-time employment to defray part of their educational expenses.
HOUSING AND OTHER LOCAL INFORMATION

Graduate Students

Graduate students may apply for housing in three areas. Copeley III is located across from the Law School, and offers apartment living with double-occupancy bedrooms. The Dillard residence hall is across from the stadium at the intersection of Alderman and Stadium Roads, and offers single-occupancy rooms in a suite style arrangement. The historic Range area and Crackerbox are located in the center of Grounds. More information is available online, www.virginia.edu/housing/grad.php. Please note: This housing is usually only available during the academic year (late August-late May).

Students with Families

The University of Virginia offers two apartment communities to students with families. Copeley Hill and University Gardens both offer several apartment options. More information is available online, www.virginia.edu/housing/family.php.

Off-Grounds Housing


REGISTRATION

Academic Term

Christian Steinmetz, coordinator of the M.Ed. program, will also serve as the advisor for all admitted master’s students. The program of study (Appendix A) is created in consultation with and signed by the student’s advisor during the first semester of study. At the University of Virginia, both part-time and full-time students register for courses using the Student Information System (SIS). Full-time students normally take 12 credits (three credits per class) each semester, and part-time students take less than nine.
Questions regarding registration should be addressed to the Curry School of Education’s Office of Admissions and Student Affairs, 434-924-0738.

Summer Session

Students who are enrolled in the HEA or SAPHE program and attended courses at the University during the spring semester need not apply for admission to the summer session. But all new students who are starting classes in June must apply for admission to summer school. Application information is available online, www.virginia.edu/summer/.

Summer-session pre-registration normally occurs in April for the convenience of currently enrolled students and for others who have applied and been accepted for admission to the summer session. Students who have completed their registration and paid all fees in advance, either at pre-registration or by mail, should report directly to their classes. Others must register and pay fees during the registration period in June. The exact dates for registration are posted on the summer-session website.

TIME LIMITS

Degree requirements must be completed in no more than five years. Exceptions must be approved by the advisor, program head, and the associate dean and are granted only when some emergency, such as illness, interrupts the student’s work. In such cases, the student may be required to validate out-of-date work by examination.

TRANSFER OF CREDIT

With approval of the higher education faculty, a student may transfer a maximum of six graduate credits from another college or university into the program.
UNIVERSITY OF VIRGINIA NON-DISCRIMINATION POLICY

The university does not discriminate in any of its programs, procedures, or practices against any person on the basis of age, citizenship, color, handicap, national origin, political affiliation, race, religion, sex, sexual orientation, or status as a disabled veteran or veteran of the Vietnam era. The University operates equal opportunity and affirmative action programs for faculty, staff, and students. The University of Virginia is an Equal Opportunity/Affirmative Action Employer.

The Equal Opportunity/Affirmative Action Office (EO/AA Office) is responsible for the enforcement of the university’s non-discrimination obligations. An applicant for admission or employment or any student or employee may file a discrimination complaint with the EO/AA Officer, Equal Opportunity/Affirmative Action Office, Poe Alley, West Lawn, Charlottesville, Virginia 22903, (434) 924-3200. Complaints are to be submitted in accordance with and are subject to the standards of the “University of Virginia Discrimination Complaint Procedures.”

The Section 504 Coordinator is Patricia M. Lampkin, vice president for student affairs. The Title IX Coordinator is Karen Holt, director of the Equal Opportunity Programs Office, Washington Hall, East Range, P.O. Box 400219, University of Virginia, Charlottesville, VA 22903, (434) 924-3200.
APPENDIX A

Program of Study
Master of Education (M.Ed.) in Higher Education
Curry School of Education

DEMOGRAPHIC INFORMATION:

NAME: __________________________________  DATE: ________________________________

LOCAL ADDRESS: ________________________________________________________________

PERMANENT ADDRESS: ___________________________________________________________

HOME PHONE: ___________________________  WORK PHONE: ___________________________

EMAIL: __________________________________  ADVISOR: _____________________________

UNDERGRADUATE STUDIES (List schools attended, location, major, degree conferred, date conferred):

GRADUATE STUDIES (List schools attended, location, major, degree conferred, date conferred):

PROFESSIONAL AFFILIATIONS (You may use extra space):

PROFESSIONAL EXPERIENCES (Dates, position held, title of institution or firm, location):

GRADUATE RECORD EXAM SCORES

Verbal: __________  Quantitative: __________  Analytical: __________  Other: __________
<table>
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<tr>
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<th>GRADE</th>
<th>CREDITS</th>
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**RESEARCH METHODS REQUIREMENT (PICK ONE)**

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**HIGHER EDUCATION ADMINISTRATION CONCENTRATION**

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**STUDENT AFFAIRS IN PRACTICE IN HIGHER EDUCATION CONCENTRATION**

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Advisor’s Signature ___________________________________________ Date _______________________

**Note:** All degree requirements must be completed within five years of beginning the program.
Internship Handbook
Master of Education (M.Ed.) in Higher Education
Higher Education Administration
Student Affairs Practice in Higher Education
2009-2010
GETTING READY

Definition and Description of the Internship

The internship is a planned and supervised experience in a particular area of student affairs administration. The internship gives students an opportunity to synthesize and apply the theoretical aspects of their area of specialization in practical administrative settings and in turn to enrich, complicate, and complement their theoretical understanding. Additionally, internships permit students to develop competencies required of new professionals in the field of student affairs.

Each internship involves cooperative planning among the Center for the Study of Higher Education (which authorizes and monitors the experience), the intern applicant, and the office sponsoring the internship.

Objectives and Goals

The general objectives for the internship experience are listed under the "Objectives" section on the "Internship Agreement Form" at the end of this document. Also, on the "Internship Agreement Form," in the "Scope and Activities of the Internship" section (V-C), there is a general statement that describes the broad objectives and activities that pertain to all internships. In working out the internship agreement with his or her supervisor, each intern must formulate a personal statement to replace the general one in the "Scope and Activities of the Internship" section. The activities listed should apply specifically to the office in which the intern is assigned. Thus, activities appropriate for an intern in the Office of the Dean of Students would differ from those of an intern assigned to the Office of Residence Life.

Who Is Eligible to Intern?

Internships are a required part of the HEA and SAPHE programs. The Center for the Study of Higher Education will assist students in finding an internship placement, but the student is responsible for securing that placement. It is recommended that students apply by mid-February to have the opportunity to participate in the formal internship matching process that occurs in April of each year.
Many, but not all, internships are paid positions. Tuition waivers are not a part of the compensation package for master's students.

How Are Interns Selected for Particular Positions?
The M.Ed. program coordinator, in partnership with the Office of the Dean of Students, arranges for internship interviews each spring. This is done through the organization of Interview Day, a one-day program during which accepted students come to Charlottesville to interview with possible internship sites. Accepted students will be sent information about this program in mid-March. Intern applicants must submit an application form, a resume, and a rank-ordered list of positions in which they are most interested. Applicants should not directly contact the offices in which they are interested during the formal matching process.

The Interview Day coordinators submit applications and resumes to the offices offering internship positions. Applicants' credentials are sent to the offices as prioritized by the applicant, and the supervisors decide which applicants they are interested in interviewing. Prospective students are then scheduled for interviews by the Interview Day coordinators. After interviews have been completed, the office sponsoring an internship offers the position to one of the candidates and notifies the M.Ed. program coordinator once the placement has been agreed to. Because of the limited number of internships available, not all applicants secure an internship in their “first-choice” office, but every effort will be made to assist students in finding an internship.

The approximate dates for each of the above activities are as follows:
March 15: Admitted students receive information about Interview Day and available internships
April 1: Students submit the application form, a resume, and their internship preferences to Interview Day coordinators.
Early-April: Interview Day coordinators schedule interviews for prospective interns.
Mid-April: Interview Day
April 30: Supervisors complete selection, if possible.
September 15: Students submit the Internship Agreement to the internship coordinator.

List of Ongoing Internships

Internship openings vary from year to year. Among current or recent on-grounds internship sites are the Office of the Dean of Students, Office of the Associate Dean for Fraternities and Sororities, Undergraduate Admissions, Career Center, Office of Residence Life, and the Center for Alcohol and Substance Education (CASE). Current or past off-Grounds sites have included neighboring institutions such as Piedmont Virginia Community College and Mary Baldwin College.

Developing Your Own Internship

A list of available internships is compiled each spring prior to the start of the internship application/interview process. Students who are interested in internships not included on the list should follow these steps:

- Consult with the M.Ed. program coordinator regarding appropriateness of the intended site;
- Make contact with the prospective internship site via personal initiative and/or through the M.Ed. program coordinator.
- Ask the person who would be the supervisor at that site to contact the M.Ed. program coordinator regarding the internship.

Other hints in developing an alternative internship:

- Follow your own interests. Just because we have not had an intern in a particular office in the past does not mean that one is not possible.
- Take the advice of the program coordinator and other Center faculty, as there may be a reason for not having a current internship at the proposed site.
- Ask other Center students about desirable placements.
- In conjunction with the internship coordinator, establish the financial and academic parameters of the proposed internship
ON THE JOB

Duties and Responsibilities of Interns

The primary responsibility of interns is to act as employees of the offices in which they work. This responsibility includes adapting to all policies and procedures of the office and completing assigned tasks. Interns are expected to arrive on time for 12-20 scheduled hours per week and to adjust hours as necessary to meet the needs of the office. Although supervisors are expected to give priority to the interns’ academic schedules, it is the responsibility of interns to work hours as needed during university holidays such as Christmas break and fall and spring reading days.

Maintaining communication and a positive working relationship with the on-site supervisor is an additional responsibility of interns. Interns will provide their supervisors with timely information regarding their academic schedules and will communicate openly and frequently with their supervisors regarding work activities. Additionally, interns will maintain communication with the program coordinator by reporting on internship activities and what they have learned from them, register for and participate in the internship class, and meet with their supervisors to complete an evaluation each semester.

Above all, the intern's responsibility is to represent the Center for the Study of Higher Education in a positive manner. Consistent, professional, and diligent performance will create a satisfying experience for the intern and the office, securing positions for future interns and promoting a positive image for the Center and the Curry School of Education.

Confidentiality

There may be times that the on-site supervisor or another person in an office shares confidential information with an intern. This individual should indicate when information is confidential, and he or she should be able to depend on the intern to respect that confidentiality. Not only is the intern's reputation contingent on this responsibility, but so is that of the Center for the Study of Higher Education and the Curry School of Education. Interns should take this responsibility very seriously.
Duties and Responsibilities of the On-Site Supervisor

It is the responsibility of the on-site supervisor to direct the activities of the intern in the internship placement. This responsibility includes providing the intern with assignments and instructions necessary to complete those assignments. Additionally, the on-site supervisor will maintain open communication with the intern, providing feedback on job performance and obligations. Although the intern is expected to be as flexible as possible, it is the responsibility of the supervisor to give priority to the intern’s class schedule when setting hours so that the intern will not be expected to work during scheduled class times. Additionally, on-site supervisors are encouraged to utilize the internship coordinator as a resource throughout the intern’s placement. Providing periodic evaluations of the intern’s performance and informing the internship coordinator of any issues arising during the internship experience will promote a positive experience for both the intern and the supervisor.

Hours of Work and Scheduling

Interns are expected to work 12-20 hours a week, depending on the internship agreement. It is possible to work with the on-site supervisor to develop a flexible schedule if the work in an office ebbs and flows. It is important for the intern to work closely with the on-site supervisor to develop a schedule that accommodates class times as well as the on-site supervisor’s work needs. Clearly an intern cannot work during class time, but it may be necessary to work odd hours in order to get the work done, as well as to satisfy the weekly commitment.

In addition to working up to 20 hours a week, the intern may need to work at times that do not correspond to the academic calendar. Many administrative offices operate on a 12-month schedule rather than an academic schedule, which may require an intern to work during weeks that classes are not in session. Again, this is an issue the intern must work out with the on-site supervisor. If an intern has special scheduling needs, he or she should let the on-site supervisor know in advance so that accommodations can be made.
Professional Attire

As a student and an employee in an office at the University or at an off-site location, the intern is a representative of the Center for the Study of Higher Education, the Curry School of Education, and the University of Virginia. An intern needs to dress appropriately for the position. There is not a specific dress code for interns to follow. Rather, it is important to match the custom of the office in which the intern is working and to check with the on-site supervisor to ensure that dress is appropriate. When in doubt, dress conservatively until someone says otherwise.

Making the Most of the Internship

The internship experience is a valuable and integral part of the M.Ed. program. In addition to the information learned in classes, the internship provides learning opportunities that create a more comprehensive experience. The internship site is the laboratory in which a student can apply and test his or her academic and theoretical knowledge.

In order to make the most of an internship, it is very important to understand what one hopes to gain from the experience. The intern should make some preliminary decisions about the type of experience desired and should focus on seeking internships that best match those goals. Once on the job, it is important that an intern recognize that the level of involvement within the office structure will largely depend on the intern's own initiative and enthusiasm.

Handling Problems on the Job

Hopefully, interns will not encounter problems during the internship; however, from time to time, problems do occur. Conflict is a normal part of organizational and interpersonal dynamics, since individuals have different goals, objectives, and styles of communicating. The type of work a student is assigned, the amount of work given, hours expected to work beyond the agreed-upon hours, and the student's work schedule are examples of areas where issues could arise.
If an intern encounters a problem during the internship, he or she should take some time to reflect on the issue, identify the problem from the perspective of everyone involved, and attempt to determine what is necessary to resolve the problem. There may be times when an intern might choose to seek the advice or counsel of the internship coordinator or the on-site supervisor, if that person is not involved in the situation. But in most instances, it is a good idea to start with the person with whom the problem has arisen. The intern should communicate clearly and be willing to compromise. If an intern is not able to resolve the problem through this initial step, he or she should speak with the internship coordinator. The coordinator is available to help develop strategies for solving problems or determine if intervention is needed.

ADMINISTRATIVE REQUIREMENTS

Once a student is accepted for an internship, the following tasks should be performed: The intern will need to complete a copy of the internship agreement. This agreement is located at the end of this document and on the Center’s webpage, and Section V, Part C of the agreement needs to be edited to fit each internship. The intern should check to be sure that the correct dollar amounts are included in the agreement.

Once the agreement has been tailored to describe the specific responsibilities and learning opportunities associated with the internship, the intern should schedule a meeting with his or her supervisor in order to review the document. Modifications that result from the meeting should be incorporated into the agreement, which should be submitted to the internship coordinator by no later than September 15. Those with a paid internship should go to the appropriate people in the offices in which they are working and complete payroll, income-tax, and direct-deposit forms.

Students must register for the internship class each semester, attend class, and complete all class assignments.
Each intern is responsible for scheduling a meeting with the M.Ed. program coordinator once each semester to discuss how the ongoing and completed key responsibilities of the internship have enriched, complicated, and complemented the understanding of higher education gained from coursework. This is also an opportunity to express any concerns regarding the internship.

At the end of the first semester, both the intern and the on-site supervisor will be responsible for evaluating the intern's performance. The intern and on-site supervisor will review their initial evaluations together and come to some agreement regarding the intern’s performance and the next semester’s goals. The supervisor will then provide the internship coordinator with a written evaluation of the intern that addresses the following issues:

The intern's general knowledge of administrative and organizational theory and the functional operation of the administrative area in which the internship takes place.

The intern's thoroughness in carrying out assigned responsibilities, including the ability to work independently.

The intern's interpersonal skills and ability to relate with administrators and faculty in the course of fulfilling internship responsibilities.

The intern's general strengths and weaknesses as a prospective administrator.
INTERNSHIP AGREEMENT

Center for the Study of Higher Education and ________________________________

Number, Title, and Credits
EDLF 8985, 3 hours credit

Prerequisites for Selection
Approval by the coordinator of the internship program and official of the office providing the internship

Catalogue Description
Supervised experience in student affairs administration. The internship is designed to meet the need of students to synthesize the theoretical and applied aspects of their areas of specialization in a practical administrative setting.

Objectives
The internship experience is structured to provide students with opportunities to develop skills necessary to be successful as new professionals in the field of student affairs.

The intern should also come to better understand the function and role of higher education in contemporary society.

Course Outline
While meeting the objectives set forth above, the internship will be specifically structured around the student's career orientation, professional preparation, prior professional experience, and the availability of positions.
Significance of the Internship
The internship provides the prospective administrator with the opportunity to experience theory in practice in an administrative environment. It permits the student to relate past experience and academic preparation to new areas and to develop competencies required of an administrator in the field of higher education.

Cooperative Nature of the Experience
The internship represents cooperative planning among the Center for the Study of Higher Education at the University of Virginia, which authorizes and monitors the experience; the office that provides and supervises the internship; and the intern.

Scope and Activities of the Internship
This section should be rewritten to reflect specific responsibilities determined by mutual agreement between the supervisor and intern. The internship should be systematic rather than ad hoc in nature and provide a reasonable breadth of experience for the student.

The internship experience requires participation in a broad variety of activities. The intern should assist the supervisor in a variety of routine activities, but he or she should also assume authority and responsibility in specific areas as delegated by the supervisor.

Supervision
The intern supervisor in the office providing the experience carries out primary supervision of the intern. The internship coordinator at the Center for the Study of Higher Education will also provide counsel and direction to the intern and meet periodically with the intern, and, if necessary, the intern’s supervisor to review progress in meeting the internship responsibilities.
Evaluation

Final evaluation for purposes of rating the student's performance in the internship rests with the M.Ed. program coordinator. In arriving at the final evaluation the coordinator will utilize the following input:

The Intern Supervisor

A written evaluation of the intern, addressing the following areas, should be completed at the end of each semester:

- The intern's general knowledge of administrative and organizational theory and operation as demonstrated in meeting the internship responsibilities. This must include an evaluation of his or her degree of understanding of the functional operation of the administrative area in which the internship took place.

- The intern's thoroughness in carrying out assigned responsibilities, including the ability to work independently.

- The intern's interpersonal skills and relations with administrative and faculty personnel in fulfilling internship responsibilities.

- The intern's general strengths and weaknesses as a prospective administrator.

The Program Coordinator

In addition to the input from the supervisor in terms of the areas cited above under Section A, the coordinator will assess the intern in the same general areas based upon consultation with the supervisor during the course of the internship, as well as meetings with the intern (including the meeting described in Section C below) and observation of the intern.
Intern Requirements
Each semester, the intern will meet at least once with the internship coordinator to describe how the internship has enriched, complicated, and complemented the understanding of higher education gained from coursework. Interns should discuss any problems that arise during the internship with the coordinator as they occur.

Internship Termination or Reassignment
In the event conditions arise that indicate that the intern is not progressing satisfactorily, the intern may be withdrawn from the assignment after consultation between the intern coordinator, intern supervisor, and intern. Change in or termination of an intern assignment may be initiated by any of the parties involved, but the higher education internship coordinator shall be the initial contact for such actions.

Financial Arrangements
The student selected for the internship will be employed on a part-time basis for a nine-month period. The intern will be expected to devote hours a week during the academic session to administrative responsibilities. For the nine-month academic session, the intern will be provided with a stipend of $_________ per month. Summer employment of interns is encouraged, but wages, hours, and payroll responsibilities related to summer employment are the sole responsibility of the employing unit.

Intern: ___________________________________________  Date: _______________________
Supervisor: _________________________________________  Date: _______________________
Program Director: _________________________________  Date: _______________________