

2-2-2016

Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, February 2, 2016

Arts & Sciences Academic Affairs Committee

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Agenda AAC
February 2, 2016

- I Approve the Minutes from January 26, 2016 meeting
- II Sub-Committee announcements or reports
- IV. New Business
 - Proposal to add a Certificate in College and University Counselling to the Graduate Studies in Counselling Program (Derick Palladino)
- III Old Business
 - Supervision of internships for credit in A&S (Lisa Johnson)
- V. Announcements
- VI. Adjourn

Academic Affairs Committee Meeting Minutes 2 February 2016

Attending: Meribeth Huebner, Robin Mateo, Casey Taranella, Amy Armenia, Kasandra Riley, Jay Pieczynski, MacKenzie Moon Ryan, Lisa Johnson, Norah Pérez, Jessica Rager, Gabriel Barreneche, Derrick Paladino, Jill Jones, Tiffany Griffin, Tiffany Voicu, Holly Pohlig, Laura Pfister, Mario D'Amato

I. Approval of Minutes from 26 Jan 2016 – Motion to approve by Riley, 2nd Armenia. Voted on and approved. Minutes approved.

II. Subcommittee Reports

A. New course (K. Riley): The form for new rFLA courses is going up today. If you are proposing an rFLA course for Maymester we will take either the old or new form. For ease we will accept both old and new forms, and again course proposal forms for Maymester are due the 8th. Reminder if rFLA for Maymester you have to submit both the new course form and Maymester proposal forms. Forms are available on the Dean's site.

B. Academic Appeals (G. Barreneche): We will be meeting tomorrow.

C. CPS Academic Affairs (J. Jones): Nothing to report.

II. New business

A. Proposal to add a Certificate in College and University Counseling to the Graduate Studies in Counseling Program (Derrick Paladino) – see attached documentation. Colleges and University centers need more experience in their interns and counselors. Paladino has previously taught a course on this subject matter and expanded that course into 2 courses, both of which have been approved by the New Course Subcommittee and are currently listed in the catalogue. This proposal is a repackaging of courses that the department already offers. Currently enrolled students can take these additional courses, over and above, what is required to have a concentration in the area of college counseling to gain more experience in this subject area. Also, these students would take more courses on issues that commonly effect college campuses. The rationale is to make students better prepared for internships and jobs utilizing resources already in place on campus.

M. Huebner: Does this have to go to the Provost Office for approval?

A. Voicu: Since this proposal is an addition to a current program not requiring additional resources, it does not require approval from the Provost's office. I asked D. Paladino if any additional resources were needed and he answered "no" therefore I determined that this proposal did not need to go to the Provost

M. D'Amato: This body previously discussed ending programs, but what about starting programs?

J. Jones: If passed by AAC, this proposal goes to EC and then to the faculty. When you (D. Paladino) talk about students, whom are you referring to?

D. Paladino: The students I am referring to are the currently enrolled Master's students in our Counseling Program.

M. D'Amato: Can students who already have their degree come back to get the certificate?

D. Paladino: An internship is required for the certificate. This certificate will require 800 hours of internship experience. If a student has graduated and is practicing I doubt they will want to return to perform an internship.

M. D'Amato: What about students that already have 800 hours from another experience?

D. Paladino: This would not count because the 800 hours were not under our supervision.

J. Jones: Does this change us as an institution in any way as far as classification and accreditation?

D. Paladino: Since this is a certificate program this does not change our classification. The certificate is similar to a concentration in a typical field of study and not an additional graduate program. This certificate program is designed to teach students how to deal with crises that are becoming more common on college campuses. Students will know what to do to handle mental health issues, react in crisis, and set up outreach for example.

K. Riley: Is there demand for this certification among employers?

D. Paladino: Currently no. This does not move you to licensure. We view this program as a specialization to give students coming in as interns to be fully integrated in their center.

M. D'Amato: Will this program if approved, increase the pool of people who could counsel our current students?

D. Paladino: Each counseling center will have a certain number of slots for student interns. Student interns will be heavily involved with their institutes in areas such as student life and student affairs. We are trying to benefit the Rollins community with this certificate program.

J. Jones: May I suggest streamlining this information before presentation to the faculty? Currently we have graduate interns that do prepracticum. Is this different?

D. Paladino: 1st year students do 100 hours of prepracticum practice. 2nd years do another 100 hours in social justice practice. The internship year involves 800 hours between Fall and Spring semesters. This certificate program adds 75 hours at a student affairs site. We piloted this program in the Fall and it seemed to work well.

M. D'Amato: Regarding accreditation issues. Accreditation is required for professional degrees.. Do certificates require accreditation?

D. Paladino: No, certificate programs do not require accreditation.

J. Jones: I would like to see a contract involved for on site interns to be filled out before the student completes their hours.

D. Paladino: We have this contract for students. Supervisors fill out the contract with the student and then fill out an evaluation at the end of the experience.

A. Voicu: For the seek of clarity, could you make it clear on the proposal that this is not a new or added graduate program, and it does not require any additional resources?

J. Jones: Does this proposal need to go to the Provost's office or faculty?

M. D'Amato: Do we consider certificates as a minor, only at the graduate level?

M. Huebner: Would this have to go the faculty then?

D. Paladino: This program does not add any new courses.

J. Jones: Could we get a simplified version of the proposal? It would make it easier to understand what we are voting on?

D. Paladino: Would concentration be a more appropriate term?

M. D'Amato: But certificate is this nomenclature.

A. Armenia: The proposal would be more clear if it said this certificate program was for currently enrolled master's students and not newly recruited students.

D. Paladino: This is definitely for current student enrolled in the program.

A. Armenia: Are these courses required for the certificate courses towards their degree or extra elective courses?

D. Paladino: Both, students will have to take the courses listed for the Master's degree requirements, and the additional courses are 4 credit hours of additional electives and the approved internship.

L. Pfister: Would you want this certificate to appear on a student's transcript?

D. Paladino: That would be preferable.

M. Huebner: Will have to offer more courses for this program?

Paladino: We would have to run more courses because of numbers of seats available. This program would also would add revenue.

M. Huebner: There is an issue with the credit number. On the proposal it says 23 credits required but in the handbook it says 26 credit hours required.

D. Paladino: Noted. I will fix this.

J. Jones: I'm all for this proposal, but I could almost use a "major map" type form to make it easier to see the information.

D. Paladino: I apologize, I wasn't sure what was all needed. I can summarize again. Course work is the same as the current Master's Program, the only changes are the 4 credit hours of elective courses and the internship.

K. Riley: On page 6 of the proposal there is a major map summary. (see attached documents)

A. Voicu: Does the committee suggest that D. Paladino reword and resubmit this proposal that is more concise or would we like to vote?

J. Jones: Point of clarity, we are approving what is outlined on Page 6 of the proposal. Will this be going to the full faculty?

D. Paladino: If approved by AAC this proposal will have to go to EC. I will see if EC recommends that this proposal then go to the faculty.

M. D'Amato moves to approve the proposal, 2nd by A. Armenia. Proposal was voted on and approved with 1 abstention. Motion carries.

M D'Amato: Since this proposal falls is ambiguous and there is no bylaw concerning this type of program, I would recommend taking this to the faculty for the sake of transparency. I would want the faculty to understand that we are not creating new graduate programs in this committee.

J. Jones: Taking items like this are a good precedent to set with other certificate programs as well.

IV. Old Business

A. Supervision of internships discussion continued from 26 Jan 2016 (L. Johnson): The Internships office would like to continue gathering recommendations on faculty oversight for A&S credit for internships.

M. D'Amato: It seems that even if an internship is for elective credit there should be some point of contact with the faculty since students would be earning credit towards graduation.

M. Ryan: Should the point of contact then be with the student's advisor?

M. D'Amato: I would support that.

L. Johnson: We currently have an automated process through Foxlink so the faculty advisor gets notification of an internship for credit. The advisor is aware. If a student is looking to get major credit then the chair must be contacted.

M. D'Amato: To make this a meaningful interaction, there must be some advisor that approves.

M. Ryan: This is true especially for sophomores who may still have their RCC advisor. Majors might be able to operate more independently.

R. Mateo: Do the internships that go through International Programs go through the same process?

L. Johnson: No. These internships get registered through the internship office. The registration process is different. There are certain International Programs that require internship credit. They follow our registration procedure for course through Rollins. For other international internships not through the College the students register via that institutes procedure. This credit then becomes transfer credit and gets processed as such. To address this issue of approval, we can work with IT so that advisors approve internships electronically. Historically, faculty and the summer timing of internships have been the slow part of internship approval.

M. D'Amato: I see the timing as a disadvantage, but with having the faculty as the point of contact has the advantages that faculty approve anything counting as credit as part of the curriculum and further contact between the internship office and the faculty.

N. Pérez: Do you see the role of faculty approval as the faculty member approving the internship experience itself or approving the student doing an internship?

M. D'Amato: I feel that both of these are important.

Ryan: In what cases would a faculty member deny an internship?

L. Johnson: This is where we are struggling and would like feedback. GPA and probationary status are criteria. The question still remains, what are faculty are actually approving, the student or the experience?

A. Armenia: I think faculty look at this as an advising issue. Is the student on track? Are they getting the classes they need towards graduation? If I had concern I would consult with the student about the implications of an internship before approving

M. Ryan: Where is the faculty approval step in the process of a student getting an internship

L. Johnson: The students have already secured the internship with the employer.

G. Barreneche: I would hate to have an internship held up because a faculty member doesn't check their email.

J. Jones: How do we know that the student is doing the work required of an internship?

L. Johnson: We have stringent requirements for internships. There is a professional level expectation for internships.

M. D'Amato: Since a student can do up to 12 hours of internship for credit, this is a substantial amount making a faculty point of contact a necessity.

L. Johnson: I think we should work on how much many credit hours a student can earn from internships. From this meeting it is clear that there is misunderstanding of how the internship program operates here. Considering that our peak season is the summer and many faculty aren't

present, we need to be very transparent about the process so faculty know what students are doing and their role in the process.

N. Pérez: It is also important to remember that since internships are fluid, there is some variability in when internships are approved or started. We don't want to limit these internship opportunities for students.

G. Barreneche: What is the rationale for allowing up to 12 credits for internships?

L. Johnson: The 12-credit limit was approved before I began here.

G. Barreneche: I am in favor of internship, but struggling with a student taking so many credits outside Rollins. 12 credits is a lot of elective credit away from campus.

N. Pérez: I'm wondering if this was designed so students could do internships as sophomores?

L. Johnson: This number is probably because of some international internship programs where students can get 8 credits – this way a student can get another internship and also receive academic credit.

T. Griffin: Do you have numbers on how many students do internships and for how many credits?

L. Johnson: I don't have those numbers.

M. D'Amato: Can't we make a proposal in this body to limit the number of internship credit hours that a student can be awarded.

L. Johnson: Note that Holt only allows up to 8 credits for internships.

A. Armenia: Can we change the date of internship approval – make students work on getting internships before earlier so faculty have time to approve?

N. Pérez: This goes back to when students find internships. Sometimes students do not find an internship until they have left campus after the Spring term.

M. Ryan: Why do students need credit for internships? Aren't there plenty of opportunities out there for students to gain experience for experience sake?

N. Pérez: Some employers require that students get credit before they will grant an internship.

M. Ryan: If most of these internships are occurring in the summer then they aren't taking away from the academic experience here on campus.

M. D'Amato: What about a backup for approving internship from the Dean's office? If a faculty member cannot approve an internship within a reasonable time, couldn't the Dean's Office step in and approve that internship if it was appropriate.

M. Ryan: What about the QEP approving internships over the summer?

G. Barreneche: I see a consensus of internship for elective credit getting approval/not approval. But the major credit issue is more complicated for the summer.

L. Johnson: The summer issue generally doesn't come up for major credit internships. For general elective credit the internships office oversees this credit. For major credit, the internship office oversees these with more input for departments.

A. Armenia: Don't we have liaisons for internships between departments and the internship office? And if so isn't your internship supervision taught on overload?

M. D'Amato: We have the Independent Study policy in place that is similar to this.

N. Pérez: The problem is that not all departments have a lot of interns. Does this mean that faculty should oversee these internships?

J. Jones: Yes – if a student gets major credit then the department should oversee these internships.

G. Barreneche: For general elective credit, courses with INT prefixes, can the internship office not oversee these?

L. Johnson: We are nearing capacity. We generally have 60 students on internships and that is a lot of students to oversee. Major credit for A&S courses is another issue. We would like faculty to be involved in this process.

T. Griffin: Originally you were reporting to the Dean's office but now are reporting to Student Affairs. Would your new plan move money around again if faculty are to play a larger role?

L. Johnson: This is complicated issue that we will have to discuss at a later date. Budget issues will have to be worked out to subsidize faculty involvement.

N. Pérez: There are models for this structure under international programs.

M. Ryan: Are you looking to raise tuition for internships to offset the cost?

J. Jones: If students are getting credit then paying is not really an issue. Students are enrolled so they should be paying tuition.

M. D'Amato: So you are saying that you prefer a model where faculty have oversight for all internships for both general elective and major credit.

L. Johnson: Yes.

A. Voicu: So, would you then like to draft a proposal to pass through AAC?

M. Ryan: Isn't this a substantial resource investment and above AAC?

L. Johnson: If this is a recourse issue then it will have to go to the Toni (Holbrook) in the Provost's Office.

A. Voicu: After it goes through the Provost's office then it would come to AAC.

M. D'Amato: I see this as a gradual process – starting with faculty approval.

G. Barreneche: What are the departments in A&S that utilize internships the most?

L. Johnson: Psych, ES, there are not many.

M. Ryan: This becomes a critical issue because if we are supporting INT courses then we need to seriously think about the added work load on faculty.

A. Voicu: There are still plenty of questions on the table. What would this body like to see in the future?

J. Jones: Have you considered going to A&S faculty to see what feedback you can get?

N. Pérez: Department by department or all A&S?

M. D'Amato: A&S in general. To get on the docket, email Dexter Boniface, president of the faculty.

N. Pérez: This discussion has highlighted that there is much the faculty doesn't know about internships.

L. Johnson: We want to spread this knowledge and get as much feedback as we can.

A. Voicu: We recommend you take this to the faculty. After feedback decide what resources are needed.

G. Barreneche: There should be resources available through the QEP.

M. D'Amato: Perhaps meet with Jennifer Queen, head of the QEP to discuss.

A. Voicu: In the interest of time will have to adjourn.

V. Adjournment.

Notes added in proof: Updated rationale paragraph for clarity per request by D. Paladino.

To the Rollins College Academic Affairs Committee:

RE: Proposal for a Certificate in College and University Counseling in the Department of Graduate Studies in Counseling.

Our department respectfully submits this proposal to add a Certificate in College and University Counseling to our curriculum. Our program currently offers a Masters of Arts in Clinical Mental Health Counseling as well as an optional Certificate Program in Family and Relationship Counseling.

The proposed Certificate in College and University Counseling has been unanimously voted through and endorsed by the core faculty of the Department of Graduate Studies in Counseling in order to go to this AAC proposal stage. The goal of the Certificate in College and University Counseling is to benefit those students interested in furthering their competency in the area of College and University Counseling. This will prepare students for internship, post masters experiences, and a career in a field that has been increasing the need for additional education and clinical competency as the level of mental health issues have been steadily increasing. A secondary benefit for the department is additional generated income by increasing in enrollment in curricular electives and the potential to draw additional students to our program. Rollins College would be the only institution to offer a certificate or concentration in College and University Counseling out of all the CACREP (Council for the Accreditation of Counseling and Related Programs) accredited schools in Florida. CACREP is the highest level of accreditation for counseling programs. Finally, students have been increasingly entering our program with an interest in working in this field.

Program Objectives: The Certificate Program in College and University Counseling (CCUC) is designed to provide specialized training and supervision for clinical mental health counseling students and graduates who are interested in gaining further knowledge and skills working with the college population from a holistic perspective. This includes an understanding of the college environment, roles and responsibilities attached to working at a college or university counseling center, student development theory and models, and specialized student affairs areas. The certificate program is not intended to provide all the training necessary to function as an independent professional, but rather to supplement a degree in clinical mental health counseling as a specialized area of study.

Certificate Curriculum and Structure: The *Certificate Program in College and University Counseling* (CCUC) requires students to complete 23 semester hours of credit. These include 4 credit hours in College and University core courses, 9 credit hours of Master of Arts in Counseling core courses in areas connected to working with the college population, and 10 credit hours of practicum and internship at a CCUC approved college or university counseling setting (600 internship hours). Attached you will find the ***Certificate Program in College and University Counseling Guidebook***. This includes specific curriculum and structure details. All courses for this certificate are already a part of our program.

Background research for the creation of this certificate: the general structure of this certificate program models our Certificate Program in Family and Relationship Counseling that has been a part of our program for over 10 years. Design of this certificate's curriculum has been influenced by 5 main areas:

- 1) My professional experience in the clinical and academic fields of College and University Counseling.
- 2) National Survey of Counseling Centers 2014 – Robert P. Gallagher
- 3) CACREP Standards for the specialty area of College Counseling and Student Affairs (Council for the Accreditation of Counseling and Related Programs)
- 4) American College Counseling Association Orientation to College Counseling CEU Program
- 5) Pilot Survey of local College and University Counseling Centers

My professional experience in the clinical and academic fields of College and University Counseling: Since January of 2000 I have been involved either on the clinical or academic side of college and university counseling. My training has focused on college counseling and college crisis assessment and intervention. I have served as a crisis clinician for the division of housing at both the University of Florida and the University of Arkansas giving me a great sense of the field and its connection to student affairs and student development. I have directed a clinic at the University of North Texas at Dallas that served both students and the community, in addition to offering clinical work at Rollins College CAPS. Academically, I have served as the coordinator of the Student Development in Higher Education track in counseling at

the University of North Carolina at Greensboro, prior to teaching courses on college counseling at Rollins College. My scholarship also focuses in this area. Finally, I have served as an executive board member for the American College Counseling Association, a division of the American Counseling Association.

Through my experiences and continuing relationships with college counseling centers that host our interns, I have discovered a need for elevated education in the area of college and university counseling to better prepare students for a career in this field. The college and university population has experienced significant changes in the level of heightened issues students are now attending institutions with. Accessibility and accommodation for these students is present in the way that it has not been in the past. With this increase, a need for more comprehensive education in college student development, crisis counseling, outreach preventive and debriefing programs, behavioral intervention teams, and a wide array of serious clinical issues is warranted. College counseling has significantly surpassed the “home sick student” of the past. This certificate program brings students up to a competency level for work in the college environment.

National Survey of Counseling Centers 2014 – Robert P. Gallagher:

The yearly Gallagher study also supports the large increase in significant issues on campus further demonstrating the need for specialized education. In addition, the reported trends were used to create specific course learnings and content. This study has been conducted yearly since 1981 and has “included data provided by the administrative heads of four-year College and university counseling centers in the United States and Canada. The purpose of the survey has been to stay abreast of current trends in college counseling and to provide counseling center directors with ready access to the administrative, ethical, and clinical issues faced by their colleagues in the field.”

Link to Study → http://www.collegecounseling.org/wp-content/uploads/NCCCS2014_v2.pdf

CACREP Standards for the specialty area of College Counseling and Student Affairs (Council for the Accreditation of Counseling and Related Programs):

The certificate program curriculum and course content has been modeled after CACREP standards for COLLEGE COUNSELING AND STUDENT AFFAIRS (See Appendix A). CACREP is the highest level of accreditation for counseling programs.

American College Counseling Association (ACCA) Orientation to College Counseling CEU Program

Further curricular foundation for the creation of this certificate program has been influenced by ACCA’s Orientation to College Counseling CEU program. This program offers a basic structure of information that is important for new college counselors. Our certificate program goes far beyond this CEU program, but acknowledges that the areas covered are at the core of preparation for this type of work. They are as follows: (1) Campus setting, (2) Clinical foundations, (3) Outreach programming, and (4) Student development. I have personally taken these courses to assist in the creation of this certificate program.

Pilot Survey of local College and University Counseling Centers

In addition to my relationship and continuing dialogue with UCF, Rollins and Stetson counseling center staff (schools that host our interns at their college counseling centers and have hired some of our graduates), I have conducted a small pilot study (See Appendix B) that assess what these sites are looking for from students beginning their internship at a one of their college counseling centers. College counseling center Staff reported on their minimal and aspirational expectations in the areas of Awareness, Knowledge and Skill. This information was used to assist the creation of the Certificate Program in College and University Counseling. In addition, results were presented at a round table at the Association of Counselor Educators and Supervisors national conference to gain additional feedback on appropriate competency for students working as interns and staff at college counseling centers. The program attendees were individuals working in college counseling and student affairs.

CACREP Standards - SECTION 5: ENTRY-LEVEL SPECIALTY AREAS

E. COLLEGE COUNSELING AND STUDENT AFFAIRS

Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS

- a. history and development of college counseling and student affairs
- b. student development theories relevant to student learning and personal, career, and identity development
- c. organizational, management, and leadership theories relevant in higher education settings
- d. principles of student development and the effect on life, education, and career choices
- e. assessments specific to higher education settings

2. CONTEXTUAL DIMENSIONS

- a. roles and settings of college counselors and student affairs professionals
- b. roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma
- c. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
- d. characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
- e. models of violence prevention in higher education settings
- f. signs and symptoms of substance abuse in individuals in higher education settings
- g. current trends in higher education and the diversity of higher education environments
- h. organizational culture, budgeting and finance, and personnel practices in higher education
- i. environmental, political, and cultural factors that affect the practice of counseling in higher education settings

- j. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
- k. influence of learning styles and other personal characteristics on learning
- l. policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
- m. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
- n. higher education resources to improve student learning, personal growth, professional identity development, and mental health
- o. professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
- p. legal and ethical considerations specific to higher education environments

3. PRACTICE

- a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
- b. strategies to assist individuals in higher education settings with personal/social development
- c. interventions related to a broad range of mental health issues for individuals in higher education settings
- d. strategies for addiction prevention and intervention for individuals in higher education settings
- e. use of multiple data sources to inform programs and services in higher education settings

APPENDIX B

Exploring the contemporary college student: Strategies for teaching and preparing graduate students for clinical internship and work in college and university counseling settings

Association for Counselor Education and Supervision – October 2015

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College and university counseling centers' expectations regarding Interns (N=3)

Awareness (e.g., personal, population, site)

Minimal Hopes

- Motivation to provide services to the college student population
- Awareness of issues/concerns that college students face
- Autonomy/maturity & basic awareness of their own personality Type/Strengths and challenges/limitations
- Good judgment (ethics/decision making skills)
- Aware of the need for Self-care, “hot buttons,” and addressing them appropriately in supervision
- Multicultural awareness of individuals who comprise varying social identities and a willingness to work with them
- Ability to anticipate how they may be perceived by this age group and population
- Flexible and open to feedback – Patience with self and others
- Willingness to take on additional tasks that may appear unrelated to face to face counseling (e.g., Learning operations of front desk)
- Healthy personal boundaries and high level of interpersonal skills

Aspirational Hopes

- Enthusiasm for working in a college counseling setting. With both developmental and clinical issues
- Awareness of trends in college counseling centers nationally
- Awareness of how social identities of therapist and client can impact the therapeutic process
- Practices good self-care
- Maturity and life experience that has led them to strong/solid self-awareness of their own “hot buttons” and have worked through some of them already
- Not only to anticipate how they may be perceived by this age group and population but have some ideas how they will utilize that as a strength in the counseling relationship
- A fuller awareness of their own personality Type/Strengths and have confidence in utilizing their own unique strengths in the counseling relationship

Knowledge (e.g., population, responsibilities, roles, student development, campus, courses)	
Minimal Hopes	Aspirational Hopes
<ul style="list-style-type: none"> ■ Familiarity with the role and services of college counseling centers ■ Basic knowledge of CC as its own field – not just counseling people who are in college ■ Knowledge of student affairs as a field ■ Have knowledge of the site before applying ■ DSM-5 diagnosis and know how to utilize basic computer programs ■ Familiarity with identity and student development models and human development across the life span ■ Familiarity with theoretical orientations, modes of counseling, and techniques ■ Able to commit appropriate time for training before beginning hours accumulation ■ Basic knowledge of learning outcomes and language related to learning outcomes ■ Understanding of the current struggles and developmental concerns of college students – not only developmental tasks of age group, but also generational differences (ie: GenX, Millinium, Boomlets/GenZ, etc) 	<ul style="list-style-type: none"> ■ Practical exposure/experience interacting with college counseling professionals (peer educators, RA training, attended psychoeducational workshop) ■ Integration of identity development models within clinical work ■ Familiarity with campus resources and/or community resources ■ Ability to speak to and apply theoretical orientations ■ Knowledge of Hx and traditions of that college or university ■ Computer savvy and have some experience with ECR systems ■ Embrace the university culture and engage in appropriate events/activities outside of the “job” ■ Knowledge that college students present with myriad of issues within and outside of challenges that may appear consistent with college student development
Skills (e.g., clinical, outreach, individual, group, couples)	
Minimal Hopes	Aspirational Hopes
<ul style="list-style-type: none"> ■ Co-Lead Psycho-ed group or other process-group experience ■ Comfort with basic bio-psycho-social information gathering, basic assessments, case conceptualization, treatment plan, and case management 	<ul style="list-style-type: none"> ■ Co-lead process group and Developed/led psycho-ed group ■ Experience, and comfort with, giving presentations and trainings ■ Experience carrying minimal caseload (1-5) clients for individual, couples, etc.

<ul style="list-style-type: none"> ■ Knowledge about Risk Factors (suicidal ideation, homicidal ideation, eating disorders, trauma, substance use, self-injury, etc.) ■ Engaging in consultation & Making referrals ■ Presentation of workshop to audience (not including class presentation) ■ Thorough understanding of ethical codes and legal requirements (HIPPA, FERPA, etc.) and seeking appropriate supervision ■ Reflective listening ■ Observation of “here and now” reactions and willingness to comment on those in session ■ Comfort with all topic areas in the counseling relationship (e.g., sexuality, gender identity, spiritual and existential questions) and demonstrates this through language of acceptance and non-judgment, not merely language of tolerance ■ Basic clinical note language, risk assessment, measurable and observable goals ■ Evidence of beginning to “own” the professional self-identity ■ Work in a fast paced environment w/professionalism & adaptability to diversity. 	<ul style="list-style-type: none"> ■ Worked in an interdisciplinary team and/or comfort consulting about clients ■ Crisis response experience/familiarity while engaging in self-care ■ Good instincts and ability to act on them in sessions ■ Developed identity from a theoretical perspective and ability to verbalize such and how they utilize that in sessions ■ Can perform risk assessment and make determination of when it is appropriate to call supervisor for further assessment ■ Demonstrate, on a consistent basis, research/learning done outside of sessions in order to better serve client’s specific concerns ■ Flexibility and some level of comfort with ambiguity when meeting with clients, understanding that skills will improve with practice and ability to continue learning process by doing.
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Please type any additional information below regarding what would give one internship applicant the edge over another during selection?

- The demand on counseling service and high expectations dictates that we select interns who are eager and prepared to meet with clients on the first day of practicum.
- Outreach may occur after regular work hours, at night or on weekends. Students who are comfortable speaking in front of a group, or willing to develop that area of competence are good candidates. Flexibility is important when attending to crisis, or unexpected
- Demonstrating interest specifically in the position. A candidate who specifically says “I want to intern HERE” will have an advantage over one who is applying everywhere.

- It really makes a big difference if interns prepare for their interviews by reading our materials online (e.g., learning about our various therapy groups) and or speaking to a current intern.
- Innovative ideas that they bring to help enrich our current services and outreach
- Truly wants to be part of the team – Does not want to be “just the intern.”
- Coming dressed professionally, despite the population served for interview.
- Has good questions prepared during interview process that indicate good clinical awareness
- Personality “fit” for team and University which is not something an applicant can “train for” but rather a function of the current team already in place
- Grammatically correct resume and cover letter.
- Willingness and excitement to participate in “other” responsibilities such as outreach.
- Be open about, and willing to discuss, their areas of improvement
- Understand that they may be asked to occasionally take front desk duty (which all counselors do).
- Practicum/intern students will be required to embrace clients and staff diversity, or willing to address and work through any bias’ that might exist.
- Strong ethics, healthy boundaries and an excitement to learn, along with curiosity and willingness to take safe risks is desired.
- The ability to self-regulate emotions in a crisis is vital as our office does not triage and clients come in with all levels of severity of complaints.
- Students who understand the complexity of counseling theories, and are ready and eager to practice are better equipped to fully immerse in the experience

Please type any additional comments and thoughts below:

- Since our interns as a part of a training cohort, it is helpful if they are open to working in a multidisciplinary team and have generally good interpersonal skills. Often times, they may share office work space so flexibility is important. Good time management and attention to detail is also critical given our current policies and procedures. A sense of humor and openness to engage in self-reflection are additional qualities that enable interns to develop a sense of connection with our training staff.
- Our expectations for our practicum/intern students are high. In turn we provide supervision above the CACREP and State requirements.
- Along with our orientation to the center, we provide in-house training on topics relevant to college counseling and work at our center (e.g., DSM-5 review, CAMS, and QPR). Students are encouraged to participate in campus events and collaborate with other professionals/offices on the campus to create a well- rounded understanding of working on a college campus.
- Practicum/Intern students at the Wellness Center are perceived and treated as full time permanent staff for two semesters



Certificate Program in College and University Counseling

Guidebook

Revised 01/08/16

Certificate Program in College and University Counseling

Program Objectives:

The *Certificate Program in College and University Counseling (CCUC)* is designed to provide specialized training and supervision for clinical mental health counseling students and graduates who are interested in gaining further knowledge and skills working with the college population from a holistic perspective which includes an understanding of the college environment, roles and responsibilities attached to working at a college or university counseling center, student development theory and models, and specialized student affairs areas. The certificate program is not intended to provide all the training necessary to function as an independent professional, but rather to supplement a degree in clinical mental health counseling as a specialized area of study.

Admissions Criteria:

To apply for enrollment in the *Certificate Program in College and University Counseling*, a student must:

- 1) Read this Guidebook in its entirety
- 2) Submit the *Application for the Certificate Program College and University Counseling* (refer to application at the end of this Guidebook).
- 3) Be accepted into a CCUC approved college or university counseling setting for Practicum and Internship

Students are officially accepted into the certificate program once they turn in a signed Practicum and Internship Placement agreement. Only currently enrolled students or graduates of the Rollins College Mental Health Counseling program are eligible to apply for admission to the certificate program. Students who are graduates of CACREP-accredited clinical mental health counseling programs may enroll in courses or internships according to the procedures established by the department and will be considered on a space available basis. Currently enrolled students must meet with their Holt School Academic Advisor to adjust their program of study to account for the addition of coursework.

The Certificate in College and University Counseling will be awarded upon completion of all certificate requirements and completion of the Master's degree in clinical mental health counseling. For students already holding a Master's degree in mental health counseling, the certificate will be awarded at the end of the semester in which the certificate requirements are satisfied.

For further information concerning the certificate program, please contact:

Dr. Derrick A. Paladino, CCUC Certificate Coordinator

dpaladino@rollins.edu

407-646-1567

Rollins College, 1000 Holt Avenue –2726, Winter Park, FL 32789

Curriculum

The *Certificate Program in College and University Counseling* requires students to complete 23 semester hours of credit. These include 4 credit hours in College and University core courses, 9 credit hours of MAC core courses (MCC) in areas connected to working with the college population, and 10 credit hours of practicum and internship at a CCUC approved college or university counseling setting.

The curriculum includes the following courses:
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College and University Core Courses

CPY 662 College Counseling and Outreach – 2 Credits

Course Description:

Overview of the foundations of college counseling, provisions of developmentally appropriate services (e.g., counseling, crisis services, outreach, and coordination of campus services), and the diverse post-secondary contemporary college student.

- *Offered the Summer Semester preceding Practicum and Internship I*

CPY 664 Student Development Theory and Field Experience – 2 Credits

Course Description:

An overview of historical, philosophical, and theoretical foundations of student development in a multicultural society. Students will engage in a theory-to-practice 75-hour field experience in one area of student development.

- These 75 hours will be incorporated into PSY 680 Practicum and Internship I in a Clinical Mental Health Setting by way of indirect hours.
- *Offered the Fall Semester of Practicum and Internship I*

MAC Core Courses

CPY 535, CPY 601, and CPY 603 – MAC Core Courses

Students are required to complete the following core courses as they are pertinent to the area of college counseling.

CPY 535 Career and Lifestyle Development – 3 Credits

This course is designed to facilitate student development of knowledge, skills and competencies to engage in counseling clients with career issues; to utilize occupational/career resources including technology-based resources and assessments; to examine theories of career development and decision-making; to develop the ability to evaluate and implement appropriate assessments; to collaborate with clients in identifying personal and career goals; and to organize and implement program planning and techniques and do so in a diversity of work settings. The interrelationship of work, family, relationships, geographic location, leisure, cultural diversity, gender roles, economic trends, oppression, diverse life roles, and other sociopolitical factors are explored in relation to career and lifestyle issues in comprehending the career narrative of clients. Lab fee will be assessed.

Prerequisites: CPY 525, CPY 530, or permission.

- *Offered Summer Semester (2nd summer for full-time students and 3rd summer for part-time students)*

CPY 601 Human Sexuality: Therapy, Counseling Theory and Techniques – 3 Credits

A lifespan developmental approach is applied to the study of human sexuality. Medical and psycho-social aspects of sexual function are addressed. Course topics include physical, psychological, and social development; gender, sex-role orientation and preference; sex therapy theories and techniques; current sexual life-styles; sexual

dysfunction; relationship issues; AIDS and other sexually transmitted diseases; sexual deviance, rape, and incest; and family dysfunction.

Prerequisite: CPY 530 or permission.

- *Offered Spring Semester (2nd spring for full-time students and 3rd spring for part-time students)*

CPY 603 Addictive Disorders – 3 Credits

This course includes research and theories of substance use and abuse as well as principles and practices for the assessment, diagnosis, and treatment of substance abuse and addiction. The diversity of addictions is studied including dual diagnoses and interrelationship of addictive modalities. Students will develop specific strategies for working with addictive clients, knowledge about referral resources, and promotion of responsible behavior.

- *Offered Summer Semester (1st summer for full-time students and 2nd summer for part-time students)*

Practicum and Internship Courses

Must occur at a CCUC approved college or university counseling setting

PSY 680 Practicum and Internship I in a Clinical Mental Health Setting – 5 Credits

Course objectives are to help students develop effective individual and group counseling skills. Students are expected to demonstrate an effective counseling style based upon personal strengths, sound professional principles, and a personally defined philosophy and system of counseling. This course involves on-site experience, individual supervision by faculty, and weekly seminars. Lab fee will be assessed.

Prerequisite: Completion of all coursework except CPY 650 Student Development Theory and Field Experience which may be taken concurrently with PSY 680.

- *Offered Fall Semester of the last year in the program*

PSY 695 Internship II in a Clinical Mental Health Setting – 5 Credits

This course provides students the opportunity to perform under supervision a variety of activities regularly employed professional staff perform in a clinical mental health setting. Internships extend from fall through spring terms and accrue the remaining 1,000 hours of required clinical experience beyond the practicum experience. Participation in on-campus group supervision and seminars and individual supervision by faculty and site are required. Students must apply and be approved to enter this portion of the degree program.

Prerequisite: Completion of all coursework.

- *Offered Spring Semester of the last year of the program*

Recommended Pre-Practicum Placement sites:

PSY 660: Pre-Practicum in Mental Health Counseling – 1 Credit

It is strongly suggested that this is completed at a College or University clinical setting

This pre-practicum course introduces graduate counseling students to clinical mental health delivery systems, professional counseling roles, and practice settings through service learning in community mental health agencies. Students are expected to participate in 100 hours of field work experience during their first year in the program as partial fulfillment of the pre-degree experience requirements for Florida licensure. Students enroll in this course in the spring term of their first year. The course is graded as credit/no-credit.

- Site Examples for PSY 660: Any college or university clinical setting

PSY 661: Pre-Practicum in Social Justice and Advocacy – 1 Credit

It is strongly suggested that this is completed at a College or University social justice and advocacy setting

This pre-practicum course introduces graduate counseling students to professional social justice and advocacy roles through service learning in community organizations and agencies. Students are expected to participate in

100 hours of social justice fieldwork experience during their second year in the program as partial fulfillment of the pre-degree experience requirements for Florida licensure. Students enroll in this course in the spring term prior to the semester of enrollment in PSY 680: Practicum and Internship I in a Clinical Mental Health Setting. The course is graded as credit/no-credit.

- Site Examples for PSY 661: Rollins College Lucy Cross Center, Office of Multicultural Affairs, Office of Disability Services, and the Rollins College Center for Leadership and Community Engagement

Important Notes:

- The available internships sites in the Central Florida area that provide the opportunity to fulfill the field experience requirements for a “college and university setting” are limited and may hinder completion of the certificate program. If you are interested in an internship that fulfills the requirements, please let your faculty placement advisor know as soon after the clinical placement meeting as possible.

Procedural Guidelines

Certificate Program in College and University Counseling

Graduate Studies in Counseling Program

Procedures for Faculty, Staff, and Students:

Step 1:	<p>The Certificate Guidebook is included on the flash drive given to all entering students. A copy may also be located on the counseling program website. Interested students contact CCUC Certificate Coordinator, Dr. Derrick Paladino, with questions about the program.</p> <p>Students may decide to enroll in the program at anytime, but this usually occurs during the semester the student is taking CPY 603 and PSY 660 and has secured a college or university counseling center site.</p>
Step 2:	<p>After <u>READING</u> this Guidebook, student completes the <i>Application for CERTIFICATE PROGRAM IN COLLEGE AND UNIVERSITY COUNSLEING</i> (see Guidebook) and schedules a meeting with their Holt Academic Advisor.</p>
Step 3:	<p>Student meets with the Holt Academic Advisor to revise her/his Program of Study to reflect a plan to take all required courses for the Certificate Program (<i>CPY 662, CPY 664, CPY 535, CPY 601, and CPY 603</i>).</p>
Step 4:	<p>The Holt Academic Advisor sends a copy of the revised Program of Study and Application to the Certificate Coordinator for review and approval.</p>
Step 5:	<p>Student maintains the <i>Program Requirements Checklist</i> (see next page) and completes the form as requirements are completed.</p>
Step 6:	<p>At the time of practicum-internship placement orientation (during the Spring semester prior to starting practicum) the student notifies the faculty member who is responsible for his/her internship placement that she/he is enrolled in the Certificate Program in College and University Counseling. Student consults with placement coordinator to identify internship sites that will fulfill Certificate requirements.</p>
Step 7:	<p>After placement is confirmed at a CCUC approved college or university counseling setting, student will immediately contact and set up a meeting with the CCUC coordinator to discuss Student Affairs sites for CPY 664.</p>
Step 8:	<p>While enrolled in CPY 664 students will record all hours as indirect hours in their internship time-2-track program. Students should make a separate site in the program in order to print out a summary of completed hours at the end of the course. This summary sheet should be signed and dated by the site supervisor.</p>
Step 9:	<p>At the conclusion of internship, when all Certificate Program Requirements are completed and the necessary signatures are obtained, the student gives the completed <i>Program Requirement Checklist</i> form to the Certificate Coordinator as verification of program completion. This should be done no later than the last day of the last class required for the Certificate (typically Internship).</p>
Step 10:	<p>A Certificate in College and University Counseling is awarded to student and a statement of completion is placed on transcript.</p>

Requirement Checklist: Keep for Portfolio *Certificate Program in College and University Counseling*

Student Name: _____

Program Requirement	Date Completed
_____ Meet with Holt academic advisor to sign Application for Certificate Program and to revise Program of Study. Send documentation of change in program of study to the Department Chair.	_____
_____ CPY 603 Addictive Disorders	_____
_____ CPY 601 Human Sexuality: Therapy, Counseling Theory and Techniques	_____
_____ CPY 535 Career and Lifestyle Development	_____
_____ CPY 662 College Counseling and Outreach	_____
_____ CPY 664 Student Development Theory and Field Experience Site: _____ Hours: _____	_____
_____ Elective PSY 660 at a College/University Clinical Site Site: _____ Hours: _____	_____
_____ Elective PSY 661 at a College/University Social Justice & Advocacy Site Site: _____ Hours: _____	_____
_____ Completed CCUC Portfolio and Reflection Paper	_____
_____ PSY 680 and PSY 695 Internship in a CCUC approved college or university counseling setting. Site: _____ Hours: _____	_____

Signatures on this form verify that the requirements for the Certificate Program in Counseling and University Counseling have been completed and Certificate may be awarded.

Student Signature

Date

Certificate Coordinator Signature

Date

Upon completion of all requirements as documented on this form, the student applicant will present signed form to the Department Chair for confirmation that all requirements have been met.

Application procedures for the Rollins College *Certificate Program in College and University Counseling*

PROGRAM OBJECTIVES

The *Certificate Program in College and University Counseling* is designed to provide specialized training and supervision for clinical mental health counseling students and graduates who are interested in gaining further knowledge and skills working with the college population from a holistic perspective which includes an understanding of the college environment, roles and responsibilities attached to working at a college or university counseling center, student development theory and models, and specialized student affairs areas. The certificate program is not intended to provide all the training necessary to function as an independent professional, but rather to supplement a degree in clinical mental health counseling as a specialized area of study.

ADMISSIONS CRITERIA

To apply for enrollment in the *Certificate Program in College and University Counseling*, a student must sign and submit this application indicating intent to complete the Certificate program. The student must then meet with her/his Holt Academic Advisor to revise the program of study to incorporate the additional courses.

CURRICULUM

The Certificate Program in College and University Counseling requires students to complete 26 semester hours of credit. These include 4 credit hours in College and University course electives, 9 credit hours of MAC core courses (MCC), and 10 credit hours of practicum and internship at a CCUC approved college or university counseling setting.

I request enrollment in the Certificate Program in College and University Counseling.

Student Signature

Date

I have meet with the student named above and we revised his/her program of study to incorporate the requirements of the College and University Counseling Certificate.

Amber Taylor, Holt MAC Academic Advisor

Date

Please deliver this completed form and a copy of your revised Program of Study to:
Dr. Derrick Paladino, Certificate Coordinator.



Rollins College • Graduate Studies in Counseling
1000 Holt Avenue – 2726
Winter Park, FL 32789
T. 407.646.1567 F. 407.646.1546

A message to our Community Colleagues:

Thank you for your willingness to serve as a site coordinator offering a student affairs field experience to our students for the course CPY 664 Student Development Theory and Field Experience. Students enrolling in this field experience are gaining hours to complete a Certificate program in College and University Counseling. The purpose of the field experience component is to introduce graduate counseling students to functional areas in Student Affairs to better understand that specific site and the working of the greater campus environment. Seventy-five hours must be completed to fulfill this experience in the fall semester.

As the field experience coordinator, you have a key role in overseeing the activities of our student volunteer. This includes setting up the weekly amount of time they will be at your site and/or negotiating additional time if needed for your site. We would appreciate you providing the student with an orientation to your site and ongoing consultation and support/supervision in engaging in experiences that will allow him or her to meet the field experience requirements as outlined in this handbook. Once you have extended the invitation to the student to complete his or her field experience at your campus site, please complete the Graduate Student Placement Agreement form (located in this handbook) with the counseling student, making sure to read it thoroughly. The agreement clearly articulates the expectations and responsibilities of the field experience site coordinator, the Rollins College faculty advisor, as well as the student. The Rollins graduate counseling student will return the completed agreement to the Rollins faculty advisor, who will review and sign. Students are expected to keep a log of their weekly activities throughout their service at your site. At the conclusion of the experience, we ask that you sign a Verification of Field Experience form confirming the student's record of activities and complete a brief evaluation the student's performance.

If you have any questions, please contact Dr. Derrick Paladino, Counseling and University Certificate Program Advisor

Thank you again for your support of Rollins College Graduate Studies in Counseling and the training of our students. We hope the experience will be mutually rewarding.

Derrick A. Paladino, Ph.D., LMHC, NCC
Department of Graduate Studies in Counseling
Rollins College
1000 Holt Ave - 2726, Winter Park, FL 32789-4499
Phone: 407.646.1567
Fax: 407.646.1546
dpaladino@rollins.edu



CPY 664: Student Development Theory and Field Experience

Graduate Student Placement Agreement

This agreement is to be completed by the Rollins College Graduate Counseling Student, the student's Faculty Advisor on behalf of Rollins College Graduate Studies in Counseling, the Site Volunteer Coordinator on behalf of the Agency Site. Please complete every part of this agreement, providing complete telephone numbers with area code and extension. Addresses should include city and zip code. Please sign this agreement. Thank you.

Dates of placement:	Beginning Date:	Approximate Concluding Date:	
Total hours anticipated:		Number of hours scheduled per week at site:	
Graduate Counseling Student:			
Address:			
City, State, Zip code:			
Phone(s):			
E-mail:			
Student Affairs Site Name:			
Site Address:			
City, State, Zip code:			
Site Contact/Coordinator:			
Phone(s):			
E-mail:			
Faculty Placement Coordinator: Derrick A. Paladino, PhD, LMHC, NCC			
Phone(s): 407-405-3213			
E-mail: dpaladino@rollins.edu			

The purpose of this agreement is to provide a graduate student in mental health counseling with field experience in a student affairs functional area setting. This is not a clinical placement and students are not permitted to conduct counseling in this experience.

Definitions for Field Experience in Student Affairs

Student Affairs Settings: *Student Affairs settings are defined as functional areas on campus that provide services to students and the greater college or university community*

Student Functions and Roles in the Student Affairs Field Experience:

- Interact with students and staff in non-direct counseling roles (e.g., can participate in activities such as outreach and campus community education projects, attend campus and site meetings, participate in the daily activities and other professional functions associated with the functional site and in conjunction with staff).
- Become familiar with the student affairs site, delivery system, procedures, and clientele.
- Interact with staff (attend staff meetings; interview staff members).
- Gain knowledge and awareness of the current issues, concerns, and trends of the student population and area with whom you are working.

The Rollins College Faculty Advisor, the Field Experience Site Coordinator, and the Graduate Counseling Student mutually agree that:

1. Graduate counseling students are considered to be learners who are fulfilling specific requirements for field experiences as part of a course requirement. Students are not to be considered employees and are working as volunteers in the field experience settings.
2. All ethics, principles and standard procedures of the student affairs professions will be observed
3. No party shall discriminate or be discriminated against on the basis of race, color, disability, nationality, ethnicity, age, sex, religion, ancestry, or any other basis prohibited by law.

Rollins College Graduate Counseling and the Faculty Advisor agree to:

1. Facilitate communication between the College and the Student Affairs Site about the counseling student's progress.
2. Be available for consultation with both the Field Experience Site Coordinator and Counseling Student as needed.

The Pre-Practicum Site Coordinator agrees to:

1. Provide opportunities for the Counseling Student to participate in experiential activities appropriate to the definitions listed above.
2. Regard the Counseling Student as a professional-in-training and afford her or him the generally expected professional courtesies.
3. Verify the Graduate Student's volunteer activities in documentation provided by the student.
4. Complete the final verification of hours form and brief evaluation of the Graduate Student's contribution to the pre-practicum site.
5. Notify the Rollins College Faculty Advisor of any concerns about the Graduate Student's performance.

The Graduate Student agrees to:

1. Behave in a professional and ethical manner at all times in accordance with all ethics, principles and standard procedures associated with Student Affairs and site.
2. Abide by the administrative policies, standards, regulations, schedules, and practices of the Field Experience Site.
3. Identify himself or herself to the public as a "Graduate Counseling Student."
4. Consistent and punctual attendance at all scheduled activities as agreed upon with the Field Experience Site Coordinator.
5. Notify the Field Experience Site Coordinator and the Faculty Advisor in writing of any decisions to discontinue work at the Field Experience site.
6. Maintain weekly logs, initialed by the Field Experience Site Coordinator, and submit final documentation to the Faculty Advisor.

7. Ensure a valuable learning experience by communicating with the Faculty Advisor and/or Field Experience Site Coordinator as needed or if there are difficulties.

Please describe the activities in which the student will engage during this field experience.

I have read and agree to abide by the expectations listed above in the
***Rollins College Mental Health Counseling Field Experience in Student Affairs
Placement Agreement.***

Student Affairs Site Coordinator Printed Name	Signature	Date
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Counseling Student Printed Name	Signature	Date
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Faculty Advisor Printed Name	Signature	Date
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Student, please deliver the completed original contract to your faculty advisor for approval signature before beginning site activities. A copy of the finalized agreement will be sent to all signees.



Advisor's Initials:	
Date	

CPY XXX: Student Development Theory and Field Experience
Field Experience Site Coordinator's Final Evaluation
of Graduate Counseling Student's Activities

Field Experience Site Coordinator:
Graduate Counseling Student:
Site:
Dates of Activities: From 00/00/00 to 00/00/00
Total Hours Completed:
Rollins Faculty Advisor:

Please check the column that best represents the activities and/or performance of this student.

Graduate Student Performance	Exceeds Expectations	Meets Expectations	Below Expectations
1. Respected time commitments and was dependable.			
2. Maintained a professional attitude.			
3. Observed site policies and procedures.			
4. Integrated effectively into the mission or the organization.			
5. Contributed meaningfully as a volunteer.			
6. Displayed effective interpersonal skills with staff, peers, and colleagues.			
7. Developed effective working alliance with clientele or population.			
8. Exhibited initiative and resourcefulness.			
9. Exhibited ethical decision making and behavior.			
10. Participated in staff meetings, treatment teams, discussion groups, planning sessions, and other collaborative efforts.			

CONTINUED ON NEXT PAGE

Field Experience Site Coordinator: We invite you to add narrative comments below or to communicate additional information directly to this student's Faculty Advisor via email or telephone. Thank you for your feedback.

I confirm that this graduate student's activities at the pre-practicum site and the hours reported are accurately reported. I have reviewed this evaluation with the student and provided feedback before submitting

Field Experience Site Coordinator's Signature _____ Date _____

Please send the completed evaluation form to:

Sandra Gaulin, Graduate Studies in Counseling

1000 Holt Avenue-2726, Winter Park, FL 32789

or fax to 407-646-1546.

Thank you.



Advisor's Initials:	
Date	

CPY XXX: Student Development Theory and Field Experience

Student Evaluation of Off-Campus Field Experience Site

This evaluation is for internal use only as information for Rollins faculty and students.

Total Hours at Site:	
Site:	
Site Address:	
Site Contact Phone Number:	
Field Experience Coordinator's Name:	
Primary Population Served at this Site:	
Student Counselor's Name:	
Semester/Year of Placement:	
Faculty Advisor:	

Please rate the following experiences for your off-campus pre-practicum site using the following rating scale:

A= Very Satisfactory **B=** Moderately Satisfactory **C=** Moderately Unsatisfactory **D=** Very Unsatisfactory

Student Affairs Field Experiences Available at this Site:

	1. Interact with college students in student affairs site roles
	2. Familiarity with the site, delivery system, procedures, & clientele
	3. Interact with staff (attend staff meetings; interview staff)
	4. Observe programming, outreach, trainings and other professional functions and roles in action.
	5. Availability and quality of supervision/consultation with other professionals at site.
	6. Exposure to site goals, professional roles and functions.
	7. Gain knowledge and awareness of the current issues, concerns, and trends of the group served by the site.
	8. Availability and quality of consultation with other professionals at site.

Overall Evaluation of this Student Affairs Field Experience Site

Comments: Please type any additional comments you would like to share with future students, and any suggestions for improvements in the experiences you have assigned a low rating.

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The Rollins Internship Program

Information for Employers: Internship Posting Policies

Center for Career & Life Planning

1000 Holt Avenue – 2757 • Winter Park, Florida 32789
careercenter@rollins.edu • Phone: (407) 646-2195

Internships vary from part-time jobs in that an internship must also, as a primary focus, offer the student meaningful exposure to a professional, college-level career field. Before submitting an internship to be considered for approval, please review the Rollins Internship Criteria below, outlining the basis for internship approval. If the position you are posting does not meet these criteria, consider instead submitting this position as a part-time job listing.

Four Easy Steps to Becoming an Internship Sponsor with the College

1. Review the *Internship Criteria* (listed on 2nd page) to determine if the position might qualify as a credit-bearing internship.
2. Post your internship position using our online posting system, **Handshake**. Listing an internship with Rollins is easy and free of charge! To post a position, please visit the *Post a Job or Internship* page on the Employers web site at <http://www.rollins.edu/employers>.
3. Be prepared for students to contact your organization requesting information about the internship. They will be instructed to ask for the contact person that is listed on the internship position posting. Interview and select the intern(s) who you think will be the best fit for your organization and the position. Be sure to discuss and agree upon the number of hours and times that the intern will work during the term.
4. Provide the intern with hands-on, professional-level projects and experiences throughout the term. Make sure the student will have sufficient assignments to cover their required work hours for the term.

Internship Criteria

Timing of the Internship

Internships are arranged to coincide with one of three academic terms--fall, spring and summer. Keep in mind that since students usually earn academic credit for their internships, the timing of the internship will need to coincide with the college's academic calendar. Students will usually contact you to apply for the internship prior to the term in which they plan to begin the internship and will most likely want to begin work within the first couple of weeks of the academic term. Thus, listing an internship position with our office mid-term is not likely to yield an intern until the following academic term. The academic terms at the college will vary from year to year but generally fall within the following time frames.

Fall Term late-August through early December

Spring Term mid-January through early May

Summer Term mid-May through early August

Students must register for their academic internships by posted registration deadlines each term. Although this date will vary from year to year, it typically falls during the first week of classes for each term. For an updated listing of academic internship deadlines you may call the Center for Career & Life Planning or visit the *Calendar* section on the Career & Life Planning Web site.

Hour Requirements for the Internship

To receive the maximum amount of credit (4 credits) for an academic internship, students need to complete a minimum of 160 hours at the internship site during the term. Students can receive a lesser amount of academic credit if they work fewer than 160 hours; however, students must work at least 80 hours at the site during the term in order to earn the minimum amount of credit offered (2 credits). Although the amount of time worked may vary and is primarily up to the employer, during fall or spring terms students generally work 12-15 hours per week for 14 weeks if they are seeking 4 credits. For summer internships, the number of hours worked ranges from 12-40



The Rollins Internship Program

Information for Employers: Internship Posting Policies

Center for Career & Life Planning

1000 Holt Avenue – 2757 • Winter Park, Florida 32789
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hours per week. The length of the internship and amount of hours worked is negotiable between the student intern and the internship employer.

Approval Criteria

The Rollins Internship Program is designed to extend students' learning opportunities beyond the traditional classroom setting. The primary goal of the program is to provide an avenue for students to gain hands-on experience in professional work environments that relate to their academic and career interests. The program is structured to benefit both the student intern as well as the sponsoring organization. In order to insure that the minimum standards are met to grant academic credit for an internship, Rollins College has established the following evaluation criteria for internship site employers.

I. Breadth and Depth of the Experience

The internship needs to provide students with a broad overview of an industry and/or organization. In addition, students should be able gain a clear understanding of the career fields available to them after graduation. Students should also have the opportunity to engage in specific projects and activities at a professional level that will give them a more in-depth experience within specific areas of the organization. We request that routine clerical work and unsolicited sales calls make up no more than 20% of an intern's daily tasks as the goal of an internship is for students to learn about a career field and develop new skills and knowledge. However, if for example, the entire department is pitching in on a mass mailing, then the intern is expected to participate as well. Overall, the learning aspect of the internship should remain the principal focus of the experience.

II. Opportunity for Students to Apply Principles Learned In and Outside the Classroom

An internship should provide students with hands-on experience and a good sense of what a professional position working in the industry or career field would be like. In most cases, students should be able to directly or indirectly relate the internship experience to knowledge and skills that they have gained through college-level classroom instruction.

III. Opportunity to Observe Professionals in Action

It is important that student interns be able to observe professionals in their particular career field in order to gain an understanding of the type of work the occupation involves. When appropriate, we suggest employers encourage interns to participate in staff meetings, attend presentations, and sit in on meetings with clients. Additionally, interns should have the ability to speak and interact with professionals inside, as well as outside, of their own department to learn about different occupations and career paths.

IV. Opportunity to Develop Specific Skills

At the conclusion of the internship, students should have developed new skills or made improvements in existing skills. We encourage internships that concentrate on the following areas:

- ♦ research skills
- ♦ writing skills
- ♦ technical skills appropriate to the field
- ♦ presentation skills

V. Provisions for Supervision and Processing Time

It is important that the intern's supervisor provide adequate opportunities for students to ask questions and receive guidance on assigned projects. As feedback is a critical part of the learning process, there must be an on-site supervisor with a professional background in the career field represented by the internship directly assigned to the intern who can provide guidance throughout the experience. The on-site supervisor must be able to meet with their intern in person for short periods each week to make certain the student understands his/her work assignments and is receiving constructive feedback about their work performance. Due to the time requirements of supervision, we are generally not able to approve internships with start-up companies (companies operating less than 1-2 years).

The Rollins Internship Program

Information for Employers: Internship Posting Policies

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VI. Plans for Evaluation and Feedback to the Student and the Institution

The College provides the on-site supervisor with an intern evaluation form to complete and return. We encourage the supervisor to review this evaluation with students prior to sending it to the faculty internship instructor. Ongoing informal feedback is encouraged as well. Providing an intern with feedback about his or her job performance and skill areas provides a great learning opportunity for the student.

VII. Paid and Non-Paid Internships

Whether or not the intern receives pay for the work they do at an internship site is not considered by the College when evaluating the internship for academic credit. The decision to award credit is based on the internship employer's ability to provide the student with a quality learning experience in a professional setting in accordance with the program criteria. If you are able to provide payment to students, this may increase the number of applications you receive for the position, and it would certainly be an incentive for those students who have to maintain a part-time job throughout college to help cover expenses.

However, if you have legal questions regarding whether or not your internship position should be paid, we suggest you review the information on the Department of Labor's Wage and Hour Division Web site (<http://www.dol.gov/whd/regs/compliance/hrg.htm>), and the DOL "*Fact Sheet #71: Internship Programs Under the Fair Labor Standards Act*" available for download from the Employer section of the Career Services Web site, as well as seek counsel from your legal advisor.

VIII. Safe Work Environment

The internship site shall be responsible for providing the intern with a safe work environment. For safety reasons, interns are not allowed to work out of individual's homes and door to door canvassing/sales is specifically prohibited.

IX. Non-Discrimination and Sexual Harassment

In an effort to provide students with a safe and comfortable educational experience in their internship experience, we require internship sites to uphold the following standards:

All internship employers must meet **Rollins' Equal Opportunity in Employment Policy** that prohibits discrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability or veteran status. Discrimination against any individual for the above reasons is specifically prohibited except where sex, age or non-handicap is a bona fide occupational qualification.

All internship sites must also abide by and support the **Rollins College Sexual Harassment Policy** described below:

Unwanted and unsolicited sexual advances, requests for sexual favors, and other deliberate or repeated communication of a sexual nature, whether spoken, written, physical or pictorial, shall constitute sexual harassment when:

1. Submission to such conduct is made either implicitly or explicitly a term or condition of an individual's employment, academic status or participation in the organization's sponsored activities;
2. Rejection of such conduct is used as the basis, implicitly or explicitly, for imposing adverse terms and conditions of employment, academic status or participation in organization sponsored events; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working or learning environment.

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Common Questions About the Rollins Internship Program

How does Career & Life Planning decide whether or not an undergraduate internship can be awarded academic credit?

The internship position description submitted through the on-line posting system, Handshake, is reviewed by our staff to ensure that the internship provides the type of experience described in the *Rollins Internship Criteria*. In general the internship should provide:

- ◆ activities and projects which are professional rather than administrative
- ◆ development of new skills and increasing responsibility
- ◆ an overview of several departments or an in-depth look at one department
- ◆ opportunities to observe and work with professionals, such as observing meetings with staff or clients
- ◆ an on-site supervisor with a professional background in the career field represented by the internship who provides orientation, training, and professional guidance
- ◆ an office space, desk or consistent and designated area for the intern to work while at the site

Do I have to fill out a new Posting Form every term?

No. If your undergraduate internship is one that you anticipate offering more than once, you will have the opportunity to indicate this on the **Handshake** posting form. We request confirmation of the continuance of the internship annually, but you can make changes more frequently simply by logging into your personal Rollins **Handshake** account.

If I have several undergraduate internship opportunities available with my organization, should I complete a separate posting form in Handshake for each internship?

Yes, because different internships within your organization may report to different people, pay differently, and have different job responsibilities, we request that you complete a separate posting form through Handshake for each internship offered.

Who selects the students for placement in an internship?

The sponsoring organization has the opportunity to select and hire the student who is the best fit for the internship. On the Handshake posting form, you can specify Application Procedures, such as having students submit resumes and/or cover letters to the identified contact person for your organization. In addition, we can work with you to establish appropriate objective screening criteria that you might want to include in the Desired/Required Qualifications section on the Handshake posting form, such as prior experience, year in college, or GPA.

What does Rollins require of its student interns receiving academic credit?

At the beginning of each semester, interns will be assigned an internship instructor. This instructor will provide the site supervisor with an e-mail or a letter verifying that the student is receiving academic credit for the internship, along with a course syllabus that details the requirements for earning credit. These requirements include learning objectives, reflective journals, time sheets, and papers. The internship instructor monitors the intern's progress, conducts a site visit, and grants academic credit upon the successful completion of the internship course requirements.

What is involved with the site visit?

Each semester, the internship instructor will visit the local internship sites currently sponsoring a Rollins student earning academic credit. It is the responsibility of the student intern to coordinate the site visit which should include the intern, the site supervisor and the internship instructor. The meeting lasts approximately 30 minutes during which time students' progress in meeting their learning objectives for the internship will be discussed.

For more information about the Rollins Internship Program, please feel free to contact the Center for Career & Life Planning at (407) 646-2195.



How do I register an internship for credit?

1. Login to FoxLink

Select *Registration and Student Records*.

Then, choose *Academic Internship Registration Form* on the left side.

2. Start registration.

Entering your cell phone number and the number of credits you would like to receive.

Click “*Save Your Changes*”

Semester Credits	Total Work Hours per Semester	Average Hours per Week (15 week Fall/Spring Semesters)	Average Hours per Week (9 week Summer Semester)
4	160+	12-15	19-21
3	120	9-11	14-16
2	80	6-8	10-12

******Most departments require students to earn 4-credits in order to receive academic credit in the major/minor.

Students should submit this initial information as soon as possible, so there is sufficient time for the eligibility checks to be completed

Students will receive an e-mail to their Rollins account within 5-7 business days letting them know if they are eligible to register for an academic internship course.

Students who are not eligible to participate in an academic internship have the option to file an academic appeal if there are extenuating circumstances that necessitate them receiving academic credit for an internship experience.

3. Complete registration.

Once you have secured an internship position, return to the FoxLink registration form, complete the remaining information on the registration form and click *Submit Registration*.

4. Provide position details.

Students will receive an e-mail from Career and Life Planning requesting additional information about their internship position and their supervision. Please provide an internship position description provided by your employer as well as contact information for your supervisor.

5. If you are seeking credit in your major/minor.

Approval e-mails will be sent to your department chair/internship representative.

********Students are responsible for ensuring all information is complete prior to the registration deadline posted for each semester****



Rollins College

Academic Internship Program Course Syllabus INTN 397

“An internship is any carefully monitored work or service experience in which an individual has intentional learning goals and reflects actively on what he or she is learning throughout the experience.”
The National Society for Experiential Education

CAMPUS CONTACTS:

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AVP of Student Affairs, Career & Life Planning

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ACADEMIC HONOR CODE:

The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

LEARNING OUTCOMES:

The academic assignments are specifically designed with the intent to enrich the learning experience throughout your internship.

- Student will be able to articulate and apply principles learned in and outside of the classroom.
- Student will complete assignments that encourage in-depth reflection of the internship experience.
- Student will gain self-understanding, self-confidence, and interpersonal skills.
- Student will develop work competencies for a specific profession or occupation.
- Student will explore career options, and gain general work experience.

BLACKBOARD CLASSROOM:

All students will be registered on Blackboard. Blackboard is considered the classroom, in which all course information and assignments should be posted and submitted. However, forms that require a signature must be submitted electronically via the AIP database in Foxlink (i.e. Orientation forms). A forms library is available in Blackboard if a paper form is needed. Each week's assignments will be available by 1:00 pm on Mondays, and must be submitted by Noon the following Monday. Also, check your Rollins' email often for course updates. Finally, it is recommended that students visit Blackboard at least twice per/ week to complete assignments, particularly Class Discussion Topics.

ORIENTATION FORMS:

The following forms should be submitted via the AIP database in Foxlink *prior to starting your internship and no later than by Noon, September 8th*. Hours worked prior to submitting these forms will not be counted:

- *Internship Questionnaire*
- *Internship Informed Consent*
- *Student Statement of Responsibility*

ACADEMIC INTERNSHIP GRADE CALCULATION

In order to make an accurate and complete assessment of each student's efforts and abilities, course grades are determined by a variety of measures. Credit (CR) or No Credit (NC) will be the final grade for the course. 75 % and higher will merit a CR for the course. ***However, completion of the registered internship hours, a satisfactory Employer Evaluation, and the Final Reflection Paper are mandatory to receive academic credit for the course.*** Assignments will be posted by 1:00 pm on Mondays, and are due by Noon the following Monday. No late or make-up assignments will be accepted without prior permission from the Internship Instructor. All grades will be posted in the Blackboard Grade Book.

MEASURE	EXPLANATION	% OF GRADE
Internship Learning Assignments	<ul style="list-style-type: none">• (5) Learning Objectives 50 pts.• Learning Objective Quiz 5 pts.• Organizational Introductory Paper 20 pts.• Class Discussion Topics 60 pts.• Mock Interview Assignment 35 pts.	30%
Reflective Journals	<ul style="list-style-type: none">• (4) Reflective Journals 100 pts.	20%
Internship Performance	<ul style="list-style-type: none">• Site Visit or Mid-Term Evaluation 25 pts.• Employer Evaluation (satisfactory) 30 pts.• Internship Hours 50 pts.	25%
Final Paper	<ul style="list-style-type: none">• Final Reflection Paper 100 pts.• Final Paper Quiz 5 pts.• Student Evaluation 20 pts.	25%
TOTAL	Points assigned = 500 pts.	100%

LEARNING OBJECTIVES

PURPOSE OF LEARNING OBJECTIVES:

Learning Objectives are statements that clearly define what you intend to learn during the semester. ***Since the internship is an academic course, credit is awarded due to learning, not just for working.*** The objectives should help the student, the Site Supervisor, and the Internship Instructor evaluate the learning progress at the conclusion of the experience. Learning Objectives should not try to cover all aspects of the internship, but focus on select areas that you will be exposed to throughout the internship. Each Learning Objective should involve new learning, expanded growth, or improvement on the job. Furthermore, the outcomes should benefit both you and the organization.

GUIDELINES FOR WRITING LEARNING OBJECTIVES:

The following guidelines will be strictly enforced. The student will be required to rewrite the Learning Objectives if they didn't adhere to the guidelines. Rewrites must be submitted within 24 hours after notification or the student will receive a 5 point deduction for every day that it is late.

Prior to creating the Learning Objectives with your Site Supervisor, all Students should complete the ***Learning Objective Quiz in Blackboard*** with a grade of 100% (if needed, you can retake the quiz multiple times). The Learning Objectives are a collaborative effort between the student and the Site Supervisor. Both parties must agree with the objectives and consider the tasks that are necessary to accomplish those

Learning Objectives. A minimum of *five (5) Learning Objectives* are required. The objectives and the *signed Commitment to Learning Agreement form* must be submitted to the Internship Instructor no later than *September 14th by Noon*.

Each Learning Objective must be specific, measurable, limited to a single definite result, and have a completion date within the time period of the internship. A measurable Learning Objective is a statement that clearly and precisely describes what it is that you intend to accomplish by performing a task(s).

Use the following guidelines when developing the Learning Objectives:

- Avoid broad and general objectives; make them specific and as measurable as possible
- The objectives should be realistic considering the time constraint. How will I accomplish this objective (be specific)?
- What knowledge (be specific) do I want to acquire during this internship?
- What do I want to understand at the conclusion of this experience?
- What new skills do I want to master as a result of the internship?

The following are examples of **tasks or goals**-- they are **not Learning Objectives**:

- I want to work on PowerPoint presentations.
- I want to answer questions about various programs offered.
- I will become an “organizational specialist.”
- I want to undertake projects that enable me to gain further experience in sales.
- I want to participate as a team member in day to day office tasks.
- I want to be the best intern so that they’ll offer me a job!
- I want to attend client meetings.
- I want to have fun.

Examples of strong **Learning Objectives** are:

- I want to improve my skills with Bloomberg financial software and learn how to monitor certain asset classes by shadowing my Site Supervisor, which will give me the ability to ask questions.
- I want to network and establish professional contacts in the fashion industry by attending PR events and attending client meetings.
- I want to learn how to address buyer’s questions relating to commercial real estate by accompanying a Licensing Associate during a property viewing.
- I want to learn the editorial process of magazine publishing by attending staff meetings and shadowing the Chief Editor.
- I want to become proficient in Microsoft Excel by creating spreadsheets of various companies to conduct financial analysis.
- I want to develop better people skills and learn how to establish a strong financial advisor relationship by attending client meetings and listening to phone conversations.

GRADING OF LEARNING OBJECTIVES:

The (5) Learning Objectives & Learning Objective Quiz are part of the Internship Learning Assignments measure, which is worth a total of 30% of your grade. *The (5) Learning Objectives & Learning Objective Quiz are required to receive credit for the course.*

Satisfactory assessments of the Learning Objectives are based on:

- Expressing what you plan to achieve throughout the internship and how it will be accomplished;
- Effectively relating academic learning to the internship experience;
- Adherence to the writing guidelines for Learning Objectives & timely completion.

ORGANIZATIONAL INTRODUCTORY PAPER

PURPOSE OF ORG. INTRODUCTORY PAPER:

An Organizational Introductory Paper describes the organization as a whole and your place within the organization.

GUIDELINES FOR WRITING ORG. INTRODUCTORY PAPER:

The following guidelines will be strictly enforced. Late papers will not be accepted. The student will be required to rewrite the paper if they do not adhere to the guidelines. Rewrites must be submitted within 24 hours after notification or the student will receive a 5 point deduction for every day that it is late.

The Organizational Introductory Paper is due on ***September 14th by Noon***. Introductory Paper should be a ***minimum of two (2) pages, typed and double-spaced, with Arial text, 1" margins, and 12 point font***. The Introductory Paper must address the topics below, and use ***“headings”*** to divide each topic within your paper (i.e. Mission; Client/ Customers; Products/ Services; Key Personnel; My Exposure):

- The mission of the organization
- The clients/customers of the organization
- The product/service of the organization
- The key individuals with whom you will be working
- Areas of the organization to which you will be exposed

GRADING OF ORG. INTRODUCTORY PAPER:

The Organizational Introductory Paper is part of Internship Learning Assignments measure, which are worth a total of 30% of your grade. *The Organizational Introductory Paper is required to receive credit for the course.*

Satisfactory assessment of the Organizational Introductory Paper is based on:

- Comprehensive background knowledge relating to the internship organization (i.e. Mission, Clients/ Customers, Products/ Services, etc.);
- Clear understanding of your role/ responsibilities, and that of others you will be working with;
- An understanding of what you will be exposed to throughout the experience;
- Adherence to the writing guidelines for Org. Introductory Paper & timely completion.

REFLECTIVE JOURNALS

PURPOSE OF REFLECTIVE JOURNALS:

The Reflective Journals are the primary place for demonstrating meaningful reflection as you address the Learning Objectives; resolve problems and challenges, and document observations and feelings relating to your internship. The goals of the reflective journal are:

- To provide a forum for deep reflection on the internship experience (i.e. observations, projects/ tasks, challenges, etc.);
- To provide an opportunity to highlight the progress towards achieving the intern's Learning Objectives;
- To provide a venue for the Internship Instructor's constant monitoring, coaching, and assessment of the internship experience.

GUIDELINES FOR WRITING REFLECTIVE JOURNALS:

The following guidelines will be strictly enforced. Late papers will not be accepted. The student will be required to rewrite the journal if they do not adhere to the guidelines. Rewrites must be submitted within 24 hours after notification or the student will receive a 5 point deduction for every day that it is late.

Reflective Journals should be a *minimum of two (2) pages, typed and double-spaced, with Arial text, 1" margins, and 12 point font.* The journal must address the topics below, and use “*headings*” to divide each reflection topic within your journal (i.e. Specific Tasks; Learning Objectives; Challenges & Resolutions; etc.):

- Specifics about jobs/tasks/projects accomplished, and how classroom knowledge has helped?
- Progress towards achieving Learning Objectives; what did you learn and how did you learn it?
- Problems encountered with job assignments or work environment, and efforts towards resolution.
- Describe what is most impressive about your internship to date.
- Expectations for the following weeks.

Tip: It is recommended that you keep a daily log that documents your experience. Set aside at least 20 minutes, preferably at the same time each day, to write. Make writing in the journal a “habit”, or the weeks will fly by and you will have little record of your experience for future reflection. Consider addressing the following questions on a daily basis:

1. What did I learn today?
2. What challenges or frustrations did I encounter today?
3. How did I use critical thinking or problem-solving to address this issue?

Please make certain that the Internship Instructor receives the journal **no later than by Noon** on the dates indicated below:

- **Reflective Journal # 1 – due *September 28*;**
- **Reflective Journal # 2 – due *October 26*;**
- **Reflective Journal # 3 – due *November 16*;**
- **Reflective Journal #4 – due *November 30*;**

GRADING OF REFLECTIVE JOURNALS:

The four (4) Reflective Journals are worth 20% of the total grade. Each journal can earn 25 points for an overall total of 100 points.

Satisfactory assessments of the Reflective Journal are based on:

- Evidence of thoughtful reflection, critical thinking, problem solving, complex interpretation;
- Consistent reference towards achieving the Learning Objectives;
- Demonstrated awareness of self in the work environment and the role of others;
- Adherence to the writing guidelines for Reflective Journals & timely completion.

TIME SHEETS

PURPOSE OF TIME SHEETS:

The purpose of the time sheet is to help monitor the student’s contact hours at the internship site. The more contact that you have at the internship site; there is a greater opportunity for you to learn more about the organization, industry, and/ or career field.

GUIDELINES FOR THE TIME SHEETS:

The following guidelines will be strictly enforced.

At the top of each reflective journal students are expected to include a cumulative count of all hours worked up until that date.

It is the student's responsibility to keep an accurate account of the time spent at the job site or in job related activities. Travel time to and from the internship is not to be included in the hours. Generally, lunches are not included, however, if the lunch is a "working" lunch, then the student may report those hours. All required internship hours must be ***completed by Noon, December 7th***. If the required internship hours are completed prior to the end of the semester, the student is still responsible for completing the academic assignments by the due dates.

The student must work at the internship site or in job related activities off-site, for a minimum of 40 hours per/ registered course credit (see chart below):

ACADEMIC CREDITS	INTERNSHIP HOURS PER/ WEEK	TOTAL INTERNSHIP HOURS
2	6-8	80
3	9-11	120
4	12-15	160

Tip: It is recommended that you keep a daily log that documents your internship hours. At the conclusion of the semester you will be required to turn in documentation of all hours worked throughout the semester.

GRADING OF TIME SHEETS:

The Time Sheets are part of your Internship Performance measure, which is worth 25% of your grade. The Time Sheets are required to receive credit for the course, and are worth a total of 50 points.

Satisfactory assessment of the Time Sheet is based on:

- Overall completion of internship hours based on course registration;
- Adherence to the Time Sheet guidelines.

The student's internship site supervisor will be asked to include the student's total hours worked in both their mid-term and final evaluations. For that reason it is imperative the student provides their supervisor with an accurate account of their hours throughout their internship.

CLASS DISCUSSION TOPICS

PURPOSE OF CLASS DISCUSSION TOPICS:

The Class Discussion Topics provide an opportunity for fellow interns to collaboratively reflect on and explore in depth various topics relating to the professional work environment. The goals of the Class Discussion Topics are:

- To provide a forum for interns to learn about each other's internship sites and work-related projects;
- To provide an opportunity for interns to synthesize and connect various theories and concepts to their experiences (i.e. effective communication, leadership, initiative, ethics in business, etc);
- To provide an opportunity for the Internship Instructor to coach, advise, facilitate problem-solving, and inspire critical/ creative thinking.

GUIDELINES FOR WRITING CLASS DISCUSSION THREADS:

The following guidelines will be strictly enforced. The discussion topic will be locked after the deadline, and no late postings will be allowed.

Students are required to start a “New Thread” when answering the Class Discussion Topic, and must “Reply” to at least 2 original threads of your classmates. Some discussion topics may require you to read an article that relates to the topic. In an effort to help facilitate a meaningful discussion, all postings (new threads or replies) must be **substantive and thoughtful**. Also, your “reply” must be a substantive response. You cannot simply state that you agree/ disagree and just reiterate what the originator wrote. Furthermore, please remember to keep your postings professional and be respectful of each other’s experiences. This is not a forum for you to slam the organization, co-workers, or career field. Finally, check for spelling and grammatical errors, and avoid using “texting” jargon. The Internship Instructor reserves the right to not accept inappropriate or inadequate postings.

Please make certain that the Internship Instructor receives your thread & replies **no later than by Noon** on the dates indicated below:

- **Class Discussion Topic # 1: Initial post September 21; Reply posts September 25**
- **Class Discussion Topic # 2: Initial post October 5; Reply posts October 9**
- **Class Discussion Topic # 3: Initial post October 19; Reply posts October 23**
- **Class Discussion Topic # 4: Initial post November 2; Reply posts November 6**
- **Class Discussion Topic # 5: Initial post November 9; Reply posts November 13**
- **Class Discussion Topic # 6: Initial post November 23; Reply posts December 30 (due to Thanksgiving Holiday reply posts due Monday by 12 pm)**

GRADING OF CLASS DISCUSSION TOPICS:

The Class Discussion Topics are part of the Internship Learning Assignments measure, which are worth a total of 30% of your grade. Each Discussion Topic is worth 10 points for a total of 60 points.

Satisfactory assessment of the Class Discussion Topic is based on:

- Written responses to discussion topics that convey understanding, application, and thoughtful reflection;
- Engaged participation in discussion, which not only shares insights and observations from own experience, but also explores issues presented by other classmates;
- Adherence to the writing guidelines for Class Discussion Topics & timely completion.

SITE VISIT

PURPOSE OF SITE VISIT:

The Site Visit allows you to introduce the Internship Instructor to the work environment, and gives you an opportunity to reexamine your Learning Objectives and express any concerns. The goals for the Site Visit are:

- To gather systematic feedback on the progress of the internship to date from the perspective of all three parties in the partnership (i.e. feedback from the Student, Site Supervisor, & Internship Instructor);
- To reassess and plan for the second half of the internship;

- To provide an academic presence in the workplace, and gathering needed information for continued development of the program.

GUIDELINES FOR SITE VISIT:

The following guidelines will be strictly enforced.

For Central Florida Interns only: It is the *student's responsibility* to schedule a 30 – 45 minute Site Visit meeting with the Site Supervisor, Internship Instructor, and yourself. The Site Visit is similar to a midterm evaluation, and should be scheduled ***between October 15th and November 2nd***.

All other Interns: To receive feedback, your Site Supervisor must complete the ***Mid-term Evaluation*** form by ***Monday November 2nd***. The ***Mid-term Evaluation*** form is available in the form Library on Blackboard.

GRADING OF SITE VISIT:

The Site Visit is part of your Internship Performance measure, which is worth 25% of your grade. The Site Visit is worth a total of 25 points.

Satisfactory assessment of the Site Visit is based on:

- Adherence to the Site Visit guidelines.

EMPLOYER & STUDENT EVALUATIONS

PURPOSE OF THE EVALUATIONS:

The evaluations are assessment tools for the Site Supervisor and Student to provide their feedback regarding the internship experience. The Site Supervisor is strongly encouraged to discuss the evaluation with the student.

GUIDELINES FOR THE EVALUATIONS:

The following guidelines will be strictly enforced.

Electronic evaluations are now available for the Employer and Student Performance Evaluation forms. An email link to access the evaluation will be sent to both the Site Supervisor and the student within the final 2-3 weeks of the internship. Both evaluations are required to receive course credit, and it must be submitted with your final paper on or before ***December 7th at Noon***. It is the student's responsibility to ensure that the Site Supervisor has completed a Performance Evaluation on their behalf. Please remember that you must receive an overall satisfactory evaluation to receive academic credit for the internship course. Finally, it is strongly encouraged that you write a "Thank You" letter to your Site Supervisor for the internship experience. Please contact your Internship Instructor or the Office of Career Services if you need information on how to write a "Thank You" letter.

GRADING OF EVALUATIONS:

The Employer Evaluation is part of your Internship Performance measure, which is worth 25% of your grade. A satisfactory rating from your Site Supervisor is required to receive credit for the course, and the Employer Evaluation is worth a total of 30 points. The Student Evaluation is part of your Final Paper measure, which is worth 30% of your grade. The Student Evaluation is worth a total of 25 points.

Satisfactory assessment of the Evaluation is based on:

- Adherence to the Evaluation guidelines.

MOCK INTERVIEW ASSIGNMENT

For this assignment you will be asked to reflect on your experience as a whole in relation to how you would discuss your experience in an interview setting. Using the online tool InterviewStream, the instructor will provide a list of potential interview questions for you to answer. InterviewStream helps Rollins students improve their interviewing skills. This easy-to-use online program uses on-screen, videotaped interview scenarios developed by employment professionals.

GUIDELINES FOR THE MOCK INTERVIEW ASSIGNMENT:

Using this tool students will perform a mock interview articulating their skills and experiences gained during their internship and Rollins experience. Each answer must thoroughly explain a learning experience from their internship and how it relates back to the interview question.

FINAL REFLECTION PAPER

PURPOSE OF THE FINAL REFLECTION PAPER:

Where the Reflective Journals are your ongoing record of specific analysis, the final paper provides an opportunity to reflect on the entire internship experience. The final reflection paper should summarize your learning, assess overall success in achieving your Learning Objectives, and highlight any additional insights about the organization, industry, or career field. The goals of the final reflection paper are:

- To provide an opportunity for the student to reflect on and synthesize the full experience, and to analyze personal and professional effectiveness;
- To facilitate closure of the internship experience.

GUIDELINES FOR THE FINAL REFLECTION PAPER:

The following guidelines will be strictly enforced. Late papers will not be accepted. The student will be required to rewrite the final paper if they do not adhere to the guidelines. Rewrites must be submitted within 24 hours after notification or the student will receive a 50 point deduction for every day that it is late.

Prior to completing the final paper, you must complete the Final Paper Quiz in Blackboard. The Final Reflection Paper is due by **Noon on December 7th**. The Final Reflection Paper should be a **minimum of seven (7) pages, typed and double-spaced, with Arial text, 1" margins, and 12 point font**. The final paper must address the topics below, and use **"headings"** to divide each reflection topic within your paper (i.e. Company's Strengths & Weaknesses; Learning Objectives; Challenges & Resolutions; etc):

The final paper **must** include:

- Your observations of the company's strengths and weaknesses
- Your perceived strengths and weaknesses
- What was your biggest challenge during this internship?
- **List each Learning Objective** and discuss the extent to which the objective was met as well as the tasks you did to accomplish the objective.
- If an objective was not accomplished, then an explanation should be provided as to why, and what was accomplished in place of that objective.
- What skills do you wish you had acquired before beginning this internship that would have made it easier for you to complete assigned tasks?
- How were you able to apply classroom knowledge to your internship experience?
- How can you (or other interns) utilize this experience when re-entering the classroom or workplace?
- What characteristics would the ideal intern possess to excel at this internship site?
- How has this internship solidified or changed your career focus?

If a student is receiving major or minor credit for the internship, it is the *student's responsibility* to discuss additional requirements with the respective department or program chair.

GRADING OF FINAL REFLECTION PAPER:

The Final Reflection Paper & Final Paper Quiz are part of your Final Paper measure, which is worth 25% of your grade. The Final Reflection Paper is worth a total of 100 points and the Quiz is worth 5 pts.

Satisfactory assessment of the Final Reflection Paper is based on:

- Demonstrated ability to synthesize and analyze the experience;
- Demonstrated awareness of self as a experiential learner;
- Adherence to the Final Paper guidelines.