



## **Guidelines for Field Experience/Teaching Practicum/Internship Learning Contract**

There are three different types of field experiences offered in the program in Higher Education and Student Affairs Leadership. HESA 661 offers opportunities for supervised experiences in teaching courses having student development as a primary focus. The internship, HESA 670, offers an in-depth experience in which the student gains broad exposure to the responsibilities of a particular leadership position. HESA 675 provides the opportunity for students to engage in a more focused supervised experience, usually involving working on one or more projects.

### **Catalog Course Descriptions:**

HESA 661, Practicum in College Teaching for Student Development. Actual classroom experience in teaching any course that has developmental content as part of its objectives, while under supervision. 2 credits. S/U graded. Consent of instructor.

HESA 670, Internship in Higher Education and Student Affairs Leadership. Minimum of 18 hours per week in practical, field-based, skill-building, experiential training throughout a 16-week semester. Provides in-depth experience with leadership and/or student services delivered at the site. 6 credits, repeatable to a maximum of 18 credits. S/U graded. Consent of instructor.

HESA 675, Field Experiences in Higher Education and Student Affairs Leadership, carries a subtitle descriptive of the site in which the experience is conducted. Four hours per week per credit hour of direct involvement throughout a 16-week semester. 1-3 credits, repeatable with different subtitles, to a maximum of 12 credits. Experiential training in a field experience setting provides an overview of student service related to understanding of Higher Education and Student Affairs Leadership. S/U graded. Consent of instructor.

### **Guidelines and Expectations for Internships and Field Experiences:**

1. Philosophy of the agency or service. The student should gain a thorough understanding of the philosophical basis for the existence of the agency/service, how it fits into the overall setting, its role and function within the larger organization, and the goals of objectives of the agency/service. Students should become knowledgeable about the principles and policies governing the operation of the agency/service.

2. Functions of the agency/service. The student should gain a working knowledge of the various functions of the agency/service, the programs and services it provides, how these are administered and funded, and the staffing patterns which exist. Insofar as possible, the student should become able to perform or oversee many of the functions and roles of the agency's staff. Where it is not possible for the student to learn an operation or provide a specific service, there should still be an effort to familiarize the student with that aspect of the operation.
3. Expectations:
  - A. A Learning Contract is to be completed and signed by the student, field site supervisor, and the HESAL faculty supervisor no later than the first week of the term. See separate document entitled "HESAL Internship/Field Experience Learning Contract."
  - B. Time commitments:

HESA 661: actual class time, preparation time for each class, time for evaluation of student work, office hours, and consultation time as required by the HESAL faculty supervisor.

HESA 670: 18-20 hours per week for the 16-week semester, plus supervisory conferences with the HESAL program faculty supervisor.

HESA 675: 4 hours per week per credit hour for the 16-week semester, plus supervisory conferences with the HESAL program faculty supervisor.
  - C. Field Site Supervisor responsibility: Provide space for the student, supply orientation and general supervision, guide the student's work while also permitting the student the freedom to explore and set personal goals and priorities. Negotiate, with the student and the HESAL program faculty supervisor, a formal learning contract. Structure and supervise student experiences. Communicate with the HESAL program faculty supervisor regarding any concerns about the student's performance. Provide a final evaluation of the student's work to the program faculty supervisor.
  - D. Special projects: May be arranged on an individual basis, but should not take the place of the generalized learning expected of the student.
  - E. Evaluation: The site supervisor will provide an evaluation of the performance of the student, based primarily on the manner in which the student has fulfilled the expectations of the learning contract.
  - F. Ethical Standards: The student is expected to maintain ethical behavior consistent with the standards of the profession, with the requirements of the agency/service/office, and the institution. The student is expected to be familiar with, and be committed to behavior consistent with, all applicable ethical standards and laws pertaining to the field experience setting.
  - G. Mutual Benefits. It is expected that there will be mutual benefit to both the student and the agency/service/office of the field experience, and care should be exercised to insure that neither the student nor the field experience site are placed in a position in which mutual benefit is jeopardized.

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