



Higher Education and Student Affairs Leadership

Field Experience/Internship Learning Proposal

This learning proposal should be turned in to the Faculty Supervisor before beginning the field experience (at a minimum of one week before the semester starts but preferably when registering for credit). It must be signed by the student, Site Supervisor, and the Faculty Supervisor.

Student Information:

Name: _____

Bear Number: _____

Faculty Supervisor: _____

Credit and contact hours: _____

Site Information:

Proposed Site: _____

Proposed Supervisor Name: _____

Job Title: _____

Email: _____

Telephone: _____

Summary of relevant experience in higher education:

Field Experience/Internship Proposed Contract:

Start date: _____

End date: _____

On a separate page, please address the following items and attach it to this coversheet:

1. Anticipated learning objectives. What you want to learn or accomplish? What skills or competencies do you want to develop?

2. Anticipated learning activities. What will you do to help you accomplish your learning objectives? What will you engage in during this experience that will fulfill the goals? Activities may include readings, discussions, meetings, research, projects, etc.

3. Anticipated evidence of completion. How will you and the site supervisor measure that the objectives have been met? What are the products that will be provided to the site as a result of your experience? Include anticipated time requirements or due dates. All work is due by the end of the semester

Signatures (sign and date):

Student: _____

Site Supervisor: _____

Faculty Supervisor: _____

Field Experience/Internship Learning Proposal

The purpose of the Field Experience/Internship Learning Proposal is to state in writing the agreements made between the Site Supervisor and the HESAL student regarding shared expectations for the supervised learning experience. The proposal should be negotiated before the start of the semester or hours begin and should address the following areas:

1. Anticipated learning objectives. What do you want to learn or accomplish? What skills or competencies do you want to develop? ACPA/NASPA joint core competencies for student affairs professionals is a good resource for planning what skills and competencies you might want to cultivate during your experiential learning opportunity.

2. Anticipated learning activities. What will you do to help you accomplish your learning objectives? What will you engage in during this experience that will fulfill the goals? Activities may include readings, discussions, meetings, research, projects, etc. Include an estimate of the time required for each activity.

3. Anticipated evidence of completion. How will you and the Site Supervisor measure that the objectives have been met? What are the products that will be provided to the site as a result of your experience? Include anticipated time requirements or due dates. All work is due to the Site Supervisor and the Faculty Supervisor by the end of the semester. *This is in addition to the HESAL credit requirements, i.e. time and activities log, final evaluation, and other course related papers, journals or readings.

EXAMPLE: Academic Advising Field Experience

(More examples are found in Cooper, et al., (2002) Appendix B: Sample internship contract)

Learning Objective: (There should typically be 3 to 5 separate learning objectives.)

To develop skills and competency in advising and helping through the academic advising office.

Activities to Accomplish Objective:

- Participate in advisor's weekly meetings. (1 hour per week)
- Spend time with each of the 5 advisors to learn about their advising style. (5 hours)
- Review department's documents and data. (3-6 hours)
- Compile and write a literature review on academic advising trends and current issues. (10-20 hours)
- Observe advising sessions and discuss observations with each advisor. (10 hours)
- Identify a day and time to conduct an advising session with an undergraduate student with an advisor in the room supervising. Discuss session with advisor afterwards. Develop a plan for improvement. (4 hours)

Evidence of Completion:

- Record/journal or detailed hours log of advising observations, meetings, and skill development to be shared with Site and Faculty Supervisors.
- Completion of advanced literature review paper on current trends and issues in academic advising to be presented at the final staff meeting of the semester.