



Higher Education and Student Affairs Leadership

Field Experience (HESA 675) & Internship (HESA 670) Information Manual for Students & Placement Sites

HESAL Field Experiences and Internship Opportunities

Field experience (HESA 675) and Internship (HESA 670) credits in the Higher Education and Student Affairs Leadership (HESAL) Program provide graduate students opportunities to apply theory learned during coursework in a practical setting. **All HESAL master of arts students are required to successfully complete a minimum of 3 HESA 675** credits prior to graduating, as recommended by the Council for the Advancement of Standards (CAS) guidelines:

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.

The purpose of HESA 675 is to provide an opportunity for the student to have practical exposure to a work setting and to knowledgeable, experienced practitioners. One of the ongoing goals of the Field Experience program is to develop constructive relationships between the Field Experience supervisors, HESAL students, and the program faculty. The HESAL program is committed to developing and maintaining a successful relationship with Site Supervisors and will help support Site Supervisors as requested.

HESA Internship (670) credits are primarily for Ph.D. students interested in having an in-depth, 6-credit hour experience in a specific student affairs functional unit.

HESA 670: Internship in Higher Education and Student Affairs Leadership is a practical, field-based, skill-building, and experiential training course. 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. 4 contact hours per credit throughout a 16-week semester.

*UNC's Information Manual was written with the help of the University of Oklahoma and Rutgers University's manuals and documents.

Site Supervisor's Roles and Responsibilities

Site Supervisors are the key to successful field experiences. The main responsibilities of Site Supervisors are to monitor and provide feedback regarding the student's work efforts, to provide an overview of a functional area including its current priorities and pressing agendas, and to structure a work environment that is conducive to a positive, mutually beneficial learning experience. They are also responsible for the day-to-day supervision of students, providing feedback to participants and HESAL supervising faculty, and conducting final performance evaluations.

A student will work four hours per week per credit. This means a student enrolled in 3 HESA 675 credits in the fall or spring semesters will need to work 12 hours a week for 16 weeks, or approximately 192 hours total. Site Supervisors and students will negotiate when and where these hours are worked. If a Field Experience is requested for the summer semester, we ask that it is conducted in an office where there is ample and appropriate work during summer to meet the expectations of this learning experience and this will mean approximately 16 contact work hours for a 12-week period.

Qualifications of Site Supervisor

The CAS Standards for student affairs professionals has established criteria for staff members who serve as Site Supervisors for Field Experiences. Supervisors should meet the following minimum qualifications:

1. Be employed full-time at the institution in a professional position.
2. Strongly prefer a master's degree in higher education/college student affairs or related area.
3. Have experience supervising professional full-time staff members.
4. Have the support of his/her supervisor to apply to supervise Field Experience students.
5. Have the time and resources to provide sustained supervision, including time to meet with the student on a regular basis.

Responsibilities of Site Supervisor

1. Explain the goals, objectives, and operational policies of 1) the department, 2) the institution, and 3) the field.
2. Discuss the student's goals and needs in choosing that department/office as a site and how those goals and needs may be harmonized with the goals and needs of the department/office.
3. Discuss expectations such as time on the job, participation in staff meetings, supervisory time, and other responsibilities. Supervisors should excuse students from work time to attend classes or other job commitments.
4. Discuss the criteria for evaluating the accomplishment of the goals and how the final evaluation will be conducted (see Supervisor Evaluation).
5. Once an agreement on goals and activities for the practicum has been reached, sign the Learning Contract along with the student and return to the Faculty Supervisor for signature and credit approval. The signed copy will be kept in the students file.
6. Interpret the specific purposes of the Field Experience to the host site staff and encourage cooperation in creating a positive educational experience for the student.
7. Integrate the student as much as possible into the overall operation of the department/office so he/she feels part of the staff.
8. Schedule regular meeting with the student to offer regular feedback and to receive observations and reactions to the experience.
9. If needed, consult with the Faculty Supervisor during the semester concerning the student's performance or any other related problems.
10. Complete and discuss with the student the final evaluation of the field experience/internship and request his/her own evaluation of the experience.
11. Submit evaluation forms to the Faculty Supervisor at the end of the semester, so a final grade may be submitted.

Responsibilities of the Field Experience or Internship Student

In most cases, the Field Experience or Internship student should be expected to operate at approximately the same level as an entry-level professional. The Field Experience student or Intern should:

1. Complete a definable project or experience that serves as a learning experience for the student and which is of value to the site;
2. Provide all Site Supervisors with a copy of the Information Manual;
3. Work with the staff group in general office functions; and
4. Complete other tasks that will enhance the student's understanding of how the functional area accomplishes its goals.

For example, this means the Field Experience student or Intern may:

1. Work in a meaningful way with undergraduate students in small groups or individually;
2. Participate in regularly scheduled staff meetings;
3. Meet regularly with the Site Supervisor;
4. Sit in on meetings on relevant topics as determined by Site Supervisor;
5. Be responsible for one or two special projects;
6. Attend special events; and
7. Observe the Site Supervisor or other staff in workshops and individual or small group meetings with students.

Responsibilities of Faculty Supervisor

In the UNC HESAL program, the faculty rotate the opportunity to supervise HESA 670/675. Please check URSA to locate which faculty will be supervising the semester enrolled.

Faculty should:

1. Communicate with various departments/offices in which students can gain meaningful experiences to identify possible Field Experience/Internship sites;
2. Work with the Site Supervisor to produce written descriptions, potential opportunities, and experiences for each Field Experience/Internship site, if requested;
3. Provide the students with registration information needed to register for HESA 670/675;
4. Develop a syllabus for the course and discuss it with the students if offered that semester. Provide meeting dates, times, and locations for the course sessions. (Note for students: The seminar may not be offered every semester. In this case, communicate monthly with your faculty supervisor about the status of your experience.);
5. Be available for students to discuss possible conflicts or problems related to their assignment. If appropriate, discuss the problem with the Site Supervisor;
6. Communicate with the Site Supervisors regarding the completion and submission of evaluation forms by the deadline;
7. Collect the evaluation form, discuss the overall experience with the students, and submit final grades; and
8. Solicit feedback from participating Site Supervisors.



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.

Questions to Help Facilitate the Site Supervisor – Student Relationship

The following is a list of questions to consider for developing the Site Supervisor – Student relationship. This is only to help facilitate and we encourage Site Supervisors to share their supervision style with the student and encourage students to discuss their learning styles.

- What does the student want from supervision?
- What are the expectations the supervisor has for the student?
- What is the supervisor’s style of managing/supervising?
- What is the student’s preferred learning style? How does he or she like to be challenged and supported?
- Why did/are you pursuing this career choice?
- What are the policies or preferences regarding one-on-one meetings?
- What is the communication style or preference?
- How will this experience assist you in achieving future career plans?
- As you look over your activities for the field experience/internship, which activities have occupied the most of your time?
- What has been your greatest learning experience over the past week/month/semester? And to what extent did you take advantage of that experience?

From Cooper, et al., (2002), Appendix A: Skills analysis survey for graduate students in higher education and student affairs graduate preparation programs (p. 171-179).

From Cooper, et al., (2002) Appendix C: Supervisor’s relationship expectations inventory:

- What are the most important qualities of a good internship supervisor?
- What are the most important or valuable things a supervisor has to contribute to the learning in an internship?
- What kinds of behaviors do you find most disturbing or aggravating by interns?
- How do you approach giving interns negative feedback or evaluations?
- If an intern disagrees with me or others in the site, I expect him or her to: _____



Higher Education and Student Affairs Leadership
Field Experience or Internship Evaluation

Select Course:

_____ HESA 670: Internship in Student Affairs

_____ HESA 675: Field Experience in Student Affairs

Student: _____

Site Supervisor: _____

Date of Evaluation: _____

Use the scale to rate the student in the following areas and provide additional comments:

1	2	3	4	N/A
Needs work in this area	Developing this skill	Managing effectively	Excels in this area	

Skill Area

Rating

1. Communication (written and oral) Comments:	
2. Assessing situations and acting accordingly Comments:	
3. Working independently and in groups Comments:	
4. Counseling/advising skills (if applicable) Comments:	
5. Relating to multiple constituencies Comments:	
6. Awareness of diverse populations Comments:	
7. Adherence to Professional Ethics Codes Comments:	
8. Receiving constructive and critical feedback Comments:	
9. Project completion and follow-up Comments:	

Please comment on the following:

Areas of greatest strength or competency:
Areas of improvement:
How well were learning objectives met (as stated on the Learning Proposal)?
Would you recommend this student for employment within your organization? Why or why not?
Other comments:

Suggested grade: Pass Fail Incomplete

Signature: _____

Date: _____

**Please return this completed evaluation to either the student or the Faculty Supervisor
along with the student's Final Report.**

References

- ACPA/NASPA. (2010). ACPA/NASPA professional competency areas for student affairs practitioners. Retrieved from http://www.naspa.org/programs/prodev/Professional_Competencies.pdf
- Cooper, D. L., Saunders, S. A., Winston, R. B., Hirt, J. B., Creamer, D. G., and Janosik, S. M. (2002). *Learning through supervised practice in student affairs*. NY: Routledge.
- Council for the Advancement of Standards in Higher Education. (2009). Master's Level Student Affairs Administration Preparation Programs. In *CAS professional standards for higher education* (7th ed.). Washington, DC: Author.
- Evans, J.E. & Tobin, C.E. (Eds.). (1998). *The state of the art of preparation and practice in student affairs* (2nd ed.). Lanham, MD: University Press of America.
- Magolda, P.M., & Carnaghi, J.E. (Eds.). (2004). *Job one: Experiences of new professionals in student affairs*. Lanham, MD: University Press of America.
- Martin, N.A., & Bloom, J.L. (2003). *Career aspirations and expeditions: Advancing your career in higher education administration*. Champaign, IL: Stipes.
- Tull, A., Hirt, J. B., & Saunders, S. (Eds.). (2009). *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors*. Stylus.
- Rutgers University. (n.d.). Information for placement sites: College Student Affairs. New Brunswick, NJ: Author.
- University of Oklahoma. (n.d.). Practicum manual for graduate students: Student Affairs. OK: Author.