

**SITE SUPERVISORS MANUAL FOR  
FIELD EXPERIENCE & CAPSTONE  
HESA at WMU**

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HIGHER EDUCATION AND STUDENT AFFAIRS LEADERSHIP  
MASTER OF ARTS IN EDUCATIONAL LEADERSHIP EDUCATIONAL  
LEADERSHIP, RESEARCH, AND TECHNOLOGY (ELRT)

WESTERN MICHIGAN UNIVERSITY

This Handbook is a work in progress and is updated on a yearly basis in the summer. If you have feedback, ideas, or suggestions please contact the HESA Faculty Coordinator, Dr. Ramona Lewis, [ramona.lewis@wmich.edu](mailto:ramona.lewis@wmich.edu).

*Adapted from The University of Iowa, University of Maryland, Bowling Green State University, and Eastern Michigan University.*

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Please feel free to forward any comments, edits, or questions to [elrt-hesa@wmich.edu](mailto:elrt-hesa@wmich.edu)

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**SITE SUPERVISORS MANUAL FOR HESA FIELD & CAPSTONE EXPERIENCE**  
HIGHER EDUCATION & STUDENT AFFAIRS LEADERSHIP  
DEPARTMENT OF EDUCATIONAL LEADERSHIP, RESEARCH AND TECHNOLOGY  
WESTERN MICHIGAN UNIVERSITY

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We are excited that you have decided to supervise one of the Higher Education and Student Affairs (HESA) Leadership students. The Field and Capstone Experiences are integral to the success of our program and our students; and we hope that this is a mutually beneficial experience for you and your department as well. The HESA Field Experience follows the recommended national guidelines of Council for the Advancement of Standards (CAS) for Masters-Level Student Affairs Professional Preparation Programs (2012).

This manual is intended for anyone who supervises a HESA student in Field Experience and/or Capstone but is also relevant and helpful to GA Supervisors.

To learn more about the HESA program visit:

<http://www.wmich.edu/leadership/edleadership/hesa/>

Please feel free to contact the HESA Faculty Coordinator with questions, comments, or concerns: Dr. Ramona Lewis, Faculty Coordinator for HESA, [ramona.lewis@wmich.edu](mailto:ramona.lewis@wmich.edu), 269.387.3883

### **WHAT IS HESA?**

The Higher Education and Student Affairs (HESA) Leadership concentration is one of four concentrations in the Master of Arts program in the Department of Educational Leadership, Research, and Technology in the College of Education and Human Development at Western Michigan University.

The program emphasizes a scholar-practitioner model to combine a broad-based student development and leadership theory core with required individualized field experiences to prepare graduates for entry and mid-level positions in higher education. Distinctive to HESA is an emphasis on the centrality of diversity and inclusiveness in higher education: one of the ways this is actualized is through a required and individually designed Diversity Cognate.

The HESA curriculum meets CAS Standards for Masters-Level Student Affairs Preparation Programs. Students also develop Professional Competency Areas for Student Affairs Practitioners through the 39-credit hour coursework including 2-distinct, site-based field experiences, and completion of the Performance Driven Leadership Portfolio. The HESA program promotes innovative learning, discovery, and service through our emphasis on professional development, engagement in scholarly practice and research, and an emphasis on leadership in the profession

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Students have the flexibility to be full or part-time attendees, as the majority of courses take place in the evening on WMU's Kalamazoo campus. The program also provides opportunities for networking, professional development, mentoring and social activities through the Higher Education Master's Student Association (HMSA).

### **HESA Mission**

The HESA Leadership concentration at Western Michigan University prepares practitioner-scholars who:

- have knowledge and skills to enhance student learning and development in a variety of higher education environments
- recognize the centrality of diversity and inclusiveness to higher education
- are able to effectively and ethically lead and serve in a dynamic educational culture

### **HESA Learning Outcomes/Objectives**

Through the successful completion of coursework and supervised practice graduates of the Higher Education and Student Affairs (HESA) Leadership concentration will be able to:

- Describe the dynamic roles and functional areas of higher education and student affairs work
- Articulate the influence of the philosophical foundations and historical documents on current and future issues of professional practice
- Integrate awareness and knowledge of historically marginalized and/ or underserved student populations in all areas of professional practice
- Engage in managerial and administrative functions with an ethical framework/ethic of care
- Apply theory-to-practice as it relates to student development and student success
- Formulate a professional leadership philosophy incorporating the values of the profession
- Perform the functions of program design, evaluation, and assessment within the context of higher education
- Engage in and reflect upon one's professional competencies and the value of continuous professional development

### **HESA History**

The Higher Education and Student Affairs (HESA) Leadership program is one of the oldest student affairs preparation programs in the United States. The Department of Educational Leadership was originally formed in 1969. A new Department of Educational Leadership, Research, and Technology (ELRT) was established in August 2007, combining two program units with Educational Leadership; Educational Technology and Evaluation, Measurement and Research. In Fall 2010 a new Certificate in Student Affairs in Higher Education was created and provides theoretical and administrative knowledge of higher education and student affairs.

## **HESA Statement on Equity & Access**

As an academic program dedicated to the importance of inclusion and access in professional practice, HESA demonstrates the values espoused in the university principles of equity and access. To further this appreciation and understanding, the department provides educational opportunities to demonstrate, reflect, and identify those issues that our student population and the students we may work with in the future experience. The HESA program at WMU sets itself apart with the inclusion of a diversity cognate, and students of the program support this educational opportunity, and apply themselves at all times with these concepts in mind.

## **WHAT IS A HESA FIELD EXPERIENCE /CAPSTONE EXPERIENCE?**

The HESA concentration requires experiential coursework in the form of Field Experience (300 clock hours) and a Capstone Experience (100 clock hours). These emphasize practical application of the student's area of specialized interest within higher education and student affairs. Student affairs administrative experiences are provided in selected supervised settings so that students can apply knowledge and skills acquired during previous studies. It is strongly recommended that a portion of the Field/Capstone Experience be devoted to "direct service" to or with students. As stated within the mission of the HESA program, we value the learning opportunities present in diverse settings and with diverse clientele or populations.

It is the student's responsibility to research and seek Field/Capstone Experiences and discuss them with the Supervisors. All Field Experience placements must be approved by the Faculty Advisor. Students document each of their experiences through a reflective log that tracks hours, tasks, and learning moments. They also write culminating papers about their experiences.

### **FIELD EXPERIENCE - EDLD 6580 Field Experience in Higher Education**

EDLD 6580 Field Experience in Higher Education is a 3-credit hour (credit/ no credit basis) course involving 300-clock hours of student affairs and higher education related work (typically unpaid). In accordance with the CAS Standards "students must have completed a sequence of courses pertaining to basic foundational knowledge of professional practice in the areas of interpersonal communication, consultation, and referral skills, and student membership and involvement in professional associations" (CAS, 2012, p. 356). HESA students generally are eligible for Field Experience after they have completed their first year of curriculum in the HESA program. The course involves faculty supervision; in addition, students will engage in coursework which includes ongoing dialogue with their Faculty Instructor about their experience. As part of the course students document their 300 hours, submit weekly reflective logs, hours log, and final paper about their learning and evaluations.

It is the student's responsibility to research and seek Field Experiences and discuss them with their Supervisor. All Field Experience placements must be approved by the Faculty Advisor. For full-time students the Field Experience is typically completed during the

summer semester between the 1st and 2nd year. Part-time students work with their Faculty Advisor in arranging the Field Experience.

### **CAPSTONE - EDLD 6792 Capstone Experience**

EDLD 6792 Capstone Experience is a 2-credit hour graded Capstone Seminar comprised of 100 hours of student work (typically unpaid), course meetings, and completion of the Performance Driven Leadership (PDL) Portfolio. The Capstone Experience is a culminating experience. Students will find that their marketability will increase with the more experiences they have, which in turn may impact job prospects upon graduation. Students must complete EDLD 6580 and all but one course before enrolling in/beginning EDLD 6792. Typically completed during the final Spring semester near the end of the student's Program of Study. Students will register for and pay for 2-credit hours the semester they are enrolled in and complete the Capstone Experience. The course is an online/hybrid course. As part of the course, students will attend monthly class meetings, document their 100 hours, submit weekly reflective logs, a final paper about their learning, and evaluations. During the course students also complete several assignments associated with the Performance Driven Leadership (PDL) Portfolio through iWebfolio.

### **WHAT ARE THE REQUIREMENTS TO BE A SITE SUPERVISOR?**

The HESA program utilizes the Council of Advancement of Standards (CAS) for Masters-Level Student Affairs Professional Preparation Programs as a guiding framework for standards for Field Experiences including hours, supervision, and skills development. CAS (2012) outlines:

*Supervision must be provided by on-Site by a competent professional working in cooperation with qualified program faculty members. On-Site supervisions must provide direct regular supervision and evaluation of students' experiences and comply with all ethical principles and standards of the ACPA-College Student Educators International, NASPA-Student Affairs Administrators in Higher Education recognized professional associations (p.356).*

The general requirements for the HESA Field Experience Site Supervisors are:

- A master's degree in student affairs or related area of professional study
- at least 3 years of professional experience
- at least 1-year of experience at their institution

If Supervisors have any concerns about these requirements, they should feel free to with the HESA Faculty coordinator.

## **WHAT IS EXPECTED OF ME AS A SITE SUPERVISOR?**

The Site Supervisor should be willing to:

1. Supervise students for the required number of hours (300-Field Experience; 100 Capstone)
2. Comply with all [ethical principles and standards of the ACPA-College Student Educators International](#) and the [NASPA-Student Affairs Administrators in Higher Education](#) or appropriate recognized professional associations.
3. Review the [ACPA/NASPA Professional Competency Areas](#). These are used as the basic backdrop for student's demonstration of learning. Site supervisors are encouraged to ask students about their development along these lines during one-on-ones.
4. Work with the student to complete the individualized *Student Learning Goals and Objectives* (online form) (Students will arrange a meeting with the Site Supervisor to complete these. The completed document is then submitted by the student to the faculty instructor).
5. Provide ongoing feedback and evaluation to discuss students' progress and learning (through regular one-on one-meetings, reflective logs, etc.)
6. Complete a mid-program evaluation/discussion with student about their progress.
7. Communicate to the faculty instructor any concerns about student or performance.
8. Complete the final electronic *Site Supervisor Evaluation of Student* provided. Electronic form is provided by HESA. (If preferred the Site Supervisor may write a letter of recommendation for the student as an alternative to this form).
9. Be willing to have the student evaluate and discuss your supervisory style and effectiveness as a Site Supervisor.
10. Complete the *HESA Program Evaluation* (as applicable and requested).

### **What kinds of learning activities/projects are appropriate to ask students to complete?**

There are a wide range of experiences appropriate for students. You may want to start by asking students if there is a particular competency they would like to focus on in order to "round out" their graduate education. It may be helpful to consider the CAS Standards and ACPA/NASPA Professional competencies when helping the student design his or her experience in your office.

### **Appropriate amount and/or type of work**

Although the Field Experience Site Supervisor and the student are given discretion in determining appropriate activities, the Field Experience should be a) 100 or 300 hours of work; b) should be a combination of administrative, hands on student experience and theoretical (or preparation, thought time); c) be appropriately challenging for master's level students; d) should meet the guidelines listed above. Also, as you are determining the workload and scheduling work hours, please keep in mind the student's academic commitments. For example, in addition to the time spent at the Field Experience Sites, all

students are simultaneously enrolled EDLD 6580 or 6792 seminars, and are likely enrolled in other courses. While there are a wide variety of possibilities, a few examples are to:

- develop an evaluation or assessment
- work with a student group
- conduct benchmarking study
- develop a training manual; serve as an advisor
- develop a new program or service
- supervise a group of student workers; serve on a search committee
- talk to any of our current HESA students for more ideas!

### **HOW WILL THE STUDENT BE EVALUATED?**

You will be asked to provide an evaluation of your HESA student. A copy of that evaluation is attached to the back of this manual. You are also welcome to provide a letter of recommendation for the student in lieu of the evaluation. This is a good tool to use in your mid-semester meeting with your student and can be used as discussion points for your closing meeting.

Students will also complete a private evaluation of their site, separate from their course papers to evaluate their supervision experience.

### **MID-TERM PROGRESS EVALUATION DISCUSSION GUIDE**

Suggested discussion topics for mid-semester/mid-experience one-on-one.

It is suggested that sometime midway through the student's Field/Capstone Experience that the Site Supervisor and student discuss progress, goals, and performance.

The student should arrange a time for the meeting with the Site Supervisor. The meeting format is up to the individuals.

Some suggested topics for this meeting may be as follows:

- Review the original learning goals and objectives as outlined in the beginning of the experience and discuss progress and or changes to those learning goals/objectives
- You may use: *Supervisor Evaluation of Student* as a framework for discussion.
- Discuss student's course reflective journal
- Discuss student's learning as related to: theory to practice, professional competencies
- Discuss student's perspectives of their Field/Capstone Experience.
- Consider discussions of: Supervision style
  - Review student's schedule, progress towards hours, outcomes of the experience, and summarize plan closing the internships



### **CAS STANDARDS ADDRESSED IN FIELD EXPERIENCE/CAPSTONE**

The requirements for the Field Experience, in accordance with the CAS Standards are below:

- students must gain exposure to both the breadth and depth to the student’s professional experience
- AND students must gain exposure in one or all of the following areas during their experience:
  - developmental work with individual students and groups of students in program planning, implementation, or evaluation;
  - staff training, advising, or supervision; and administration functions or processes.
  - and/or “direct service” to or with students

HESA also strongly recommends that a portion of the experience offer students the opportunity to work with diverse clientele or populations.

### **ACPA/NASPA PROFESSIONAL COMPETENCIES ADDRESSED IN FIELD EXPERIENCE/CAPSTONE**

In the HESA Leadership program, we utilize the ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015) as a basis for the skills we think it is important for students to develop as part of the Field and Capstone Experiences.

[http://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competencies\\_.pdf](http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf)

Personal and Ethical Foundations (PPF)  
 Values, Philosophy, and History (VPH)  
 Assessment, Evaluation, and Research (AER)  
 Law, Policy, and Governance (LPG)  
 Organizational and Human Resource (OHR)  
 Leadership (LEAD)  
 Social Justice and Inclusion (SJI)  
 Student Learning and Development (SLD)  
 Technology (TECH)  
 Advising and Supporting (A/S)

Competencies addressed in Field Experience/Capstone work will vary by student and individualized learning goals.

## **GENERAL TIMELINE OF SUPERVISOR ACTIVITIES**

Below is a typical timeline of activities for Site Supervisor over the course of the semester

### Weeks 1-2

- ✓ Review Student Affairs Graduate Student Supervision Resources
- ✓ Review Site Supervisors Handbook for any questions or contact the HESA Faculty Coordinator.
- ✓ Provide student an orientation to the Site; review expectations, guidelines, job description.
- ✓ Student should meet with Site Supervisor to complete Student Learning Goals and Objectives. Student will submit to Faculty Instructor within two weeks of starting Field Experience.

### Weeks 3-15 /Ongoing

- ✓ Regular and ongoing meetings with student about their learning and performance.
- ✓ Schedule a mid-semester review meeting with student.

### Weeks 14- 15

- ✓ Schedule an exit meeting with student to review their evaluation and provide feedback about strengths and needed areas of improvement.
- ✓ Complete the Site Supervisors Evaluation of Student and submit online.
- ✓ Complete the HESA Program Evaluation as requested (for CAPSTONE SUPERVISORS ONLY) and submit to HESA

## **WHAT IS EXPECTED OF THE HESA FACULTY?**

All experiences associated with EDLD 6580 Field Experience and EDLD 6792 Capstone are supervised by HESA faculty. We believe in a teamwork approach. HESA faculty work collaboratively with Field Experience Site Supervisors and with students to obtain Sites, assist practicum Site Supervisors as needed, meet with students and Site Supervisors during the course, plan and implement the seminar, and to evaluate the students. We consider you, the Site Supervisor, the functional area expert and we know our students learn from you. The Site Supervisor facilitates the reflective hands-on experience helping the student develop the knowledge, skills, and abilities needed in practice. We utilize the ACPA/NASPA Professional Competency Areas as a basis for the skills we think it is important for our graduates to develop. We recommend that you review this document and/or keep it handy during meetings and one-on-ones.

The Faculty Advisor approves the initial Field Experience. Sometimes the person teaching the course (EDLD 6580 or 6792), the Faculty Instructor, will be an individual other than the student's Faculty Advisor. The faculty instructor will supervise the student's coursework and encourage students to link theory to practice, and also insure that they are completing all the curricular components. We encourage you to infuse your own supervision techniques and insights into this experience.

Please feel free to contact any of the HESA faculty members about positive progress and/or issues of concern about students. We will work with you on how to best handle these situations. In-person, telephone, video conferencing and email correspondence is encouraged between the Site Supervisor and HESA faculty.

## **WHAT IS EXPECTED OF THE STUDENT?**

The primary responsibility for Field Experience communication lies on the HESA student; thus, they should be contacting you, arranging meetings, and making sure all deadlines and timelines are met. The student is expected to work with you to complete the tasks and duties you have established together; the student is expected to be ethical, responsible, and professional. At the same time the student is working with you on the Field Experience, they are enrolled in an experiential learning course. In this course students reflect on their learning and are completing practical items related to their graduate program. The students are asked to keep a log that includes a record of their hours as well as their reflections about learning moments. The students have also been provided a manual.

## **HOW CAN I HELP THE STUDENT GET THE MOST FROM THEIR EXPERIENCE?**

The following are suggestions about supervising your student. There is also an excellent article titled: Advancing Supervision: Supporting Graduate Students by Strengthening Supervisory Relationships. Craig M. Zywicki & Ryan Hoffman, Spring 2005.

1. *Develop a learning goals/objectives document with your intern.*

Your Field Experience student should bring you a document which will guide the student in developing learning goals/objectives for the Experience. This form should be completed within two weeks of starting the Field Experience and will be submitted to the faculty instructor for the course. Because clear goals are as important as clear expectations, we ask the students to work with the Supervisors to develop Field Experience/Capstone Student Learning Goals and Objectives within the first 2 weeks. The student's goals should identify specific learning outcomes and objectives, and provide clear means to achieve those outcomes.

2. *Provide the student an introduction/orientation the Site.*

Orientation normally encompasses a description of the organization's mission and goals, administrative structure, and policies and procedures. The student should be introduced to the staff members and their roles and duties. Please understand that this is a graduate student in a professional preparation program as well as a staff member. The student's lines of reporting and authority should be clarified. It is helpful if the Field Experience student is taught how the department/program fits into the larger organizational "picture," as well as the institutional mission. The student should be directed to literature, manuals, and other resources that will help in assimilating this new role and understanding the Field Experience Site. As a Supervisor, you play an important role in conveying perspectives regarding the Site's present role in the community, identifying future trends affecting office/department policy, and sharing insights regarding other professional issues.

3. *Provide the student clear expectations about their position.*

Early in the student/Supervisor relationship expectations should be discussed. This involves defining expectations of both student and Supervisor, and describing department rules, procedural guidelines, and expectations regarding work hours, dress, time-reporting, issues of confidentiality, etc. The practical matters of availability of office space and assignment of a desk also should be addressed. Other staff members might need clarification of their responsibilities concerning the student, particularly with regard to reporting and supervision. We hope the staff will be encouraged to interact with the student as a colleague and that Supervisory lines are clear to everyone involved. Please feel free to invite the student to staff meetings.

4. *Provide ongoing feedback.*

Putting the Field/Capstone Experience into action once expectations have been established requires supporting the student by providing access to information and giving feedback and challenging the student with new tasks and responsibilities.

Additional input should be given by the Supervisor to complement written material and to provide on- going guidance.

Feedback provided through regular one-on-one meetings as well as emails, and informal conversations are essential aspects of the Field Experience. These are opportunities to discuss the student's progress towards his/her objectives and revise goals or experiences as needed; to talk about conflicts or problems he might have in the Field Experience setting; and/or to address concerns of the student and the Supervisor. Most important, these are opportunities to provide current and on-going feedback to the student about his or her performance in light of expectations and goals, her accomplishments, and areas/skills in need of additional development and improvement.

5. *Provide evaluation of the student's performance.*

Minimally the required assessment is the Site Supervisor s Evaluation of Student Form which is due no later than two weeks after the student's clock hours of Field Experience have been completed (This is an ONLINE FORM). Given that many of you may develop your own evaluations in your offices, we are open to Site Supervisors using alternative evaluation forms than the one we provide. The Site Supervisor should consult with the student about this document, complete the final Evaluation, and submit it to the faculty course instructor. This evaluation will be shared with the student.

We also recommend that the Site Supervisor consider conducting a mid-term review with the student. For the mid-term review you could review the Student Learning Goals and Objectives or the final Evaluation and discuss the student's progress towards those goals. You may also decide to utilize a performance evaluation that you use with your own staff to help the student understand how professional evaluations are done.

At the conclusion of the student's experience we also ask that you complete the Complete the HESA Program Evaluation. This document is an evaluation of the HESA program based on your interactions with the HESA intern and is conducted through an online Survey Monkey feedback form. We utilize this Program Evaluation as a way of gathering ongoing feedback about the program to comply with CAS Standards reviews. A link to this form will be emailed to you by HESA.

6. *Other suggestions for building a positive relationship with the student*

- Include the student in appropriate events, activities, trainings (i.e. staff meetings, etc.).
- Provide a current copy of your resume. Review the students resume with them and make suggestions for improvement.
- Ask students to share with you what they are learning and how it relates to course content.

- Encourage professional development on your functional area in terms of readings, webinars, professional conferences, etc. Offer students advice about professional organizations.
- Encourage students to present and or discuss “hot topics” at department meetings or encourage them to host a departmental brown bag lunch /or round table discussions.
- Have a list for them of “things to learn, do, projects” or list of ideas you had in mind
- Be ready for them – even if it means setting aside an hour or two or setting up meetings with individuals in the office on their first day.
- Let them shadow you or an office member (front desk operations, etc.)
- They need help getting introduced to a new University environment (if applicable).
  - ID
  - Parking
  - Computer Labs
  - Campus Tour
  - Banner Orientation or Training
  - How to dress/what to bring.

## **FREQUENTLY ASKED QUESTIONS**

### **Are student’s paid for their Field Experience/Capstone?**

These can be paid and unpaid. While pay might not always be an option we encourage you to consider how you might compensate the student for their work. Some ideas might be offering 5-hours a week of paid work, a stipend, a scholarship or if the experience is during summer you can offer to pay the student’s tuition for the course. You could also offer to pay for a professional development opportunity for the student.

### **Do supervisors have to keep track of the student’s hours?**

No. Students are expected to keep track of their own hours and activities, although you might have a particular format for noting hours. The HESA Field Experience/Capstone Site Supervisor Evaluation of Student should be completed at the end of the student’s service. This will serve as verification that the student has completed the hours necessary.

### **Should I assign reading material to a Field Experience or internship student?**

This is up to you. Assigned reading materials can be a useful tool – particularly if the reading is supported by some discussion with you. In some cases, such readings are necessary for the student to be effective in the practicum. For instance, if legal guidelines (e.g., FERPA) undergird your work with students, the student should know and understand those guidelines.

### **What if I have a concern about a Field/Capstone Experience student?**

The Field Experiences student should be prepared to assume normal staff duties by first attempting them under supervised conditions. Again, challenge and support go hand in

hand. When ready to do so, students should be allowed to tackle problem-solving situations as would other staff members. As with most supervision experiences we also recommend contacting the student/employee/supervisee first. Engage in a dialogue and give them the opportunity to respond to your concerns. If this does not improve the situation, please contact the Faculty Advisor right away if you have concerns about a student' performance. The faculty instructor is also there to help you through difficult situations, so you may feel free to reach this individual as a sounding board or for a consultation.

## **HOW CAN WE BECOME A FIELD/CAPSTONE EXPERIENCE SITE?**

Contact the HESA Faculty Coordinator with comments and questions. Consider the points below and prepare a brief position description that can be shared with students. HESA will email opportunities to students via the program list serve as often as requested. We suggest that Site Supervisors request resumes, interview students and check reference(s).

If you would like HESA to advertise your position then we suggest that you (1) Review the material below. (2) Write up a brief position description addressing the points listed in the sections below. (3) Email the description to HESA and ask for the position to be distributed.

Because positions change so often HESA does not keep a database of positions, but we do keep a list of past field/capstone sites on our website. If you are regularly looking for a student we suggest that you periodically resend your position description to HESA so that it can be distributed to students. Please ask students to submit a resume, and brief statement of interest and we suggest you interview and check references before confirming a student placement. We also suggest you consider compensation in some way.

In general, a good time to send positions to students for the summer 300-hour Field Experience is usually in December and January. And for students seeking a spring 100-hour Capstone experience is usually in October.

### **Here are some ways to get started:**

#### **1. Consider what projects and tasks you might have for the student:**

#### **2. Consider the CAS Standards requirements**

##### **a) Will this experience offer the students the opportunity to:**

- Provide "direct service" to or with students
- Have the opportunity to work with diverse clientele or populations

- Gain exposure to both the breadth and depth of student affairs work

**b) Will this experience offer the students the opportunity to gain exposure in one or all of the following areas?**

- Developmental work with individual students and groups of students
- Program planning, implementation, or evaluation
- Staff training, advising, or supervision; and administration functions

**c) Will this experience expose students to diverse populations or clientele?**

**d) Review the [ACPA/NASPA Professional Competency Areas](#) and consider what areas the student might be able to gain exposure. The ACPA/NASPA Professional Competency Areas are listed below. Or also what other skills might the student gain.**

- |   |  |
|---|--|
| <input type="checkbox"/> Personal and Ethical Foundations (PPF)     | <input type="checkbox"/> Organizational and Human Resource (OHR) |
| <input type="checkbox"/> Values, Philosophy, and History (VPH)      | <input type="checkbox"/> Leadership (LEAD)                       |
| <input type="checkbox"/> Assessment, Evaluation, and Research (AER) | <input type="checkbox"/> Social Justice and Inclusion (SJI)      |
| <input type="checkbox"/> Law, Policy, and Governance (LPG)          | <input type="checkbox"/> Student Learning and Development (SLD)  |
|   | <input type="checkbox"/> Technology (TECH)                       |
|   | <input type="checkbox"/> Advising and Supporting (A/S)           |

**3. Consider the guidelines for site supervisors (detailed above).**

**4. Consider the time frame and practicality of the experience. For example:**

- Is it summer only, across a year?
- Is there enough work for 100 or 300 hours?
- Will the student have office space?

**5. Create a brief job description that HESA can share with students. The position description should include the following elements:**

- University/College Site, Office/Department, Site Supervisor Name and Full Contact Information
- Indicate if you are you seeking a student for: Field Experience (300 hours), or Capstone Experience (100 hours), or either
- Semester/Terms you would consider student for or is there a time frame.
- Brief paragraph description of the role and projects
- Indicate the primary [Professional Competency Areas](#) that will be addressed
- Any requirements for applying for the position
- Will there be any compensation offered for the student?



## **SAMPLE POSITION DESCRIPTIONS**

At the top provide a simplified brief paragraph stating the nature of position and what you are seeking. This is helpful in advertising your position. It is recommended that you be willing to have informational interviews with students. HESA strongly recommends that students interview internship sites before deciding what they will choose.

- 1. Name of University**
- 2. Name of Office/Department/Unit**
- 3. Site Supervisor Name & Contact Information**
- 4. Confirm that the Site Supervisor meet the CAS Standards requirements?**  
*The general requirements for the HESA Field Experience Site Supervisor are: A master's degree in student affairs or related area of professional study; at least 3 years of professional experience; at least 1-year of experience at their institution.*
  - Site supervisor meets these requirements.**
- 5. For which type of position are you seeking for a student?**
  - Field Experience (300 hours)*
  - Capstone Experience (100 hours)*
  - Could be either or depending ....*
- 6. Are there specific semester/terms you are seeking or is it flexible?**
- 7. Brief description of the role, projects, tasks, learning opportunities.**  
**Anything you want to let the students know here.**
- 8. CAS Standards requirements:**
  - a. Will this experience offer the students the opportunity to:**
    - Provide “direct service” to or with students
    - Have the opportunity to work with diverse clientele or populations
    - Gain exposure to both the breadth and depth of student affairs work
  - b. Will this experience offer the students the opportunity to gain exposure in one or all of the following areas?**
    - Developmental work with individual students and groups of students
    - Program planning, implementation, or evaluation
    - Staff training, advising, or supervision; and administration functions

**c. Will this experience expose students to diverse populations or clientele? And how?**

| <b>9. As an intern, you will gain experience in or exposure to the following areas</b>       |             |               |            |             |
|--|-------------|---------------|------------|-------------|
|  | <b>High</b> | <b>Medium</b> | <b>Low</b> | <b>None</b> |
| <a href="#">Professional Competency Areas</a> : Please see the document online or click link |             |               |            |             |
| Advising and Supporting  |             |               |            |             |
| Organizational & Human Resources   |             |               |            |             |
| Student Learning & Development   |             |               |            |             |
| Equity, Diversity & Inclusion  |             |               |            |             |
| Personal & Ethical Foundations   |             |               |            |             |
| Law, Policy & Governance   |             |               |            |             |
| Assessment, Evaluation or Research   |             |               |            |             |
| Technology   |             |               |            |             |
| Leadership   |             |               |            |             |
| Values, Philosophy, History  |             |               |            |             |
| Others Skills Student Might Develop  |             |               |            |             |
| ➤  |             |               |            |             |
| ➤  |             |               |            |             |
| ➤  |             |               |            |             |

**Ideas of skills student might develop:** Administrative (office, computer, phones); Budget Management; Advancement or Development /Alumni; Crisis Management; Conflict Resolution; Marketing; Working with students closely; Event Planning; Facilities; Facilitation/Public Speaking; Programming/Student Activities; Teaching; Writing, Research or Assessment; Global/International/Study Abroad

**10.A specific or required skills needed to be eligible for position.**

**11.Any compensation, benefits, or perks offered.**

**12.To apply how should the student contact your office and what should they include with their contact. (resume, references, etc.)** Let them know you are open to informational interviews and discussion prior to formally applying.

## Sample Position Description #2 – Center for Career Development

### DATE OF SUBMISSION

### COLLEGE/UNIVERSITY NAME:

### DEPARTMENTAL CONTACT INFORMATION:

### ROLE SEEKING FOR (indicate all that apply)

- Field Experience (300 hours) or
- Capstone (100 hours)

### SUMMARY OF POSITION:

Voluntarily serve the [Center for Career and Professional Development](#)'s Evaluation and Assessment Team through the completion of three separate analysis projects.

### POTENTIAL TIMELINE or if you are only looking for a specific term (If you are open to any time then indicate)

We are seeking a student available during the Spring semester

### POSITION BENEFITS

Receive one hour per week of 1:1 supervision, learn about the entire department's operations through staff meetings, practice providing meaningful evaluation and assessment. Receive \$250 towards professional development after successful completion.

### PORTFOLIO OF RESPONSIBILITIES

1. Longitudinal analysis of Life after K/First Destination Survey data:
  - a. Supervisor for this project: Rachel Wood, Assistant Director, CCPD
2. Research on post-grad paths of all Discovery Externs:
  - a. Supervisor for this project:
3. Benchmarking of evaluation and assessment practices at other institutions:
  - a. Supervisor for this project:
4. Attend CCPD staff meeting and Evaluation & Assessment Team meeting each week.
5. Provide feedback on experience at last CCPD staff meeting prior to WMU graduation.

### MINIMUM QUALIFICATIONS:

- Advanced HESA student at Western Michigan University who has completed assessment course
- Availability: Wednesdays (9:00 a.m. – 4:00 p.m.), Thursdays 9:00-10:15 a.m., and/or Fridays 8 am to 5 p.m.

### PREFERRED QUALIFICATIONS:

- Experience with Microsoft Excel, Google Drive, etc.

Interested candidates should send a resume and cover letter to **NAME OF PERSON** and **EMAIL** or **PHONE NUMBER** – by date.

**Sample Position Description #3 - New student orientation**

Supervisor:

Months worked: May-June

Approximate hours: 110

Practicum student will serve as a Professional on Duty (POD) during New Student Orientation. Professionals on Duty serve as leaders, role-models and mentors to our Orientation Student Leaders and assist with the coordination and execution of New Student Orientation. Hours are primarily in June during the month of Orientation. Other hours are available in May to assist with the leadership and team development of our staff.

**FALL WELCOME (FW)**

Supervisor:

Months worked: July-August

Approximate hours: 110

Practicum students are expected to be available for the entirety of the Fall Welcome program, Aug. 31 – Sept. 4, 2015 and will serve as a Professional on Duty.

Participation during Ambassador training weekend, Aug. 28 – 30, 2015, is desired but not required. Students will work with the Fall Welcome co-coordinators, interns, and coordinator in July to oversee logistics and execution for the program, and will largely oversee implementation of the Common Read activities during Fall Welcome. Students will gain experience in event planning and student development.

**FIRST-YEAR SEMINAR (FYS)**

Supervisor:

Months worked: March – September

Approximate hours: 55

Practicum students will learn about the history and operations of the First-Year Experience Seminar. Through this experience student will increase their knowledge and gain hands-on, practical, real-world experience. In addition, learning objectives would be met through various experiences such as: Creating comprehensive surveys and evaluations; Conducting focus groups; Assisting with the interview and selection process of instructors; Facilitating training sessions; Planning, coordinating, researching and other administrative professional support opportunities; Planning, coordinating and executing Common Read activities

**TRANSFER STUDENT SERVICES (TSS)**

Supervisor:

Months worked: May – August

Approximate hours: 25

During this portion of your experience, you will work with the coordinator of transfer transitions and gain some experience and insight into the transfer student population by assisting with the transfer orientation (Transfer Transition Program - TTP) and the fall transition program (Fall Welcome/Transfer Express - TE), Aug. 31 – Sept. 1, 2015. Duties for Transfer Express may include assisting with commuter check-in, program planning and implementation.

Duties for TTP may include set-up, registration check-in, answering questions, giving directions, programming, and coordinating presenters, from 7 a.m. – 11:45 a.m.

## **HELPFUL FE/CAPSTONE RESOURCES**

- Amey, M. J., & Reesor, L. M. (Eds.). (2015). *Beginning your journey: a guide for new professionals in student affairs* (4th ed.). Washington, D.C.: NASPA.
- Aiken-Wisniewski, S. A., Whitney, R., Taub, D. J., & Komives, S. R. (2020). *The missing competency in student affairs: An integrated model for program development for student affairs*. Stylus, Sterling, VA.
- Ardoin, S. (2014). *The strategic guide to shaping your student affairs career*. Sterling, VA: Stylus
- Hirt, J. B. (2006). *Where you work matters: Student affairs administration at different types of institutions*. Lanham, MD: University Press of America.
- Janosik, S. M., Cooper, D. L. Saunders, S. A, Hirt, J. B. & Winston, R. B. (2015) *Learning through supervised practice in student affairs*. New York: New York: Routledge.
- Love, P. (2015). *Job searching in student affairs: Strategies to land the position YOU want*. Maplewood, NJ: Patrick Love (Amazon).
- Magolda, P. M., & Carnaghi, J. E. (2014). *Job one 2.0: Understanding the next generation of student affairs professionals*. Lanham, MD: University Press of America.
- Tull, A., Hirt, J. B., & Saunders, S. A. (2009). *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors*. Sterling, VA: Stylus.
- Tull, A., Hirt, J. B., & Saunders, S. A. (2009). *Becoming socialized in student affairs administration: A guide for new professionals and their Supervisors*. Stylus Publishing (VA).
- Winston, R. B., & Creamer, D. G. (1997). *Improving staffing practices in student affairs*. The Jossey -Bass higher and adult education series. Jossey-Bass Inc., Publishers, San Francisco, CA.
- Wilson, A. B., McCallum, C. M., Shupp, M. R. (2020). [Inclusive supervision in student affairs: A model for professional practice](#). Routledge.
- Winston, R. B., & Creamer, D. G. (1998). *Staff supervision and professional development: An integrated approach* Retrieved from <http://search.proquest.com/docview/62477255?accountid=15099>
- Winston, R. B., & Hirt, J. B. (2003). *Activating synergistic supervision approaches: Practical suggestions. Supervising new professionals in student affairs*. New York: Brunner-Routledge.

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ACPA/NASPA Professional Competency Areas -

[http://www.naspa.org/images/uploads/main/ACPA\\_NASPA\\_Professional\\_Competencies\\_.pdf](http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf)

CAS Standards – The Human Resources section contains info for most of the functional areas on the supervision and management of student employees

ACPA Statement of Ethical Principles & Standards -  
<http://www2.myacpa.org/ethics/statement.php>

NAPSA Standards of Professional Practice - <http://www.naspa.org/about/standards.cfm>