

Western Michigan University
HIGHER EDUCATION AND STUDENT AFFAIRS (HESA) LEADERSHIP
Master of Arts in Educational Leadership
Department of Educational Leadership Research and Technology

Quick Guide - for HESA Site Supervisors:
What is a HESA Field/Capstone intern experience?
How do I recruit at HESA Field/Capstone intern?

***This is a brief overview of HESA Field & Capstone Experiences.** Please see the [*Field Experience Site Supervisors Manual and/or Student Manual*](#) for more detailed information.

What if I have questions?

Question or ideas about supervising a Field Experience student, can be directed to the HESA Faculty Coordinator, Dr. Ramona Lewis, ramona.lewis@wmich.edu, 269.387.3883.

Quick info (all of this information is detailed below)

HESA students complete 300-hour (Field) and 100-hour (Capstone) supervised experiences in broad array of areas related to student affairs and higher education. 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.

What is the HESA Field Experience/Capstone Experience?

The HESA Master of Arts Leadership concentration requires experiential coursework in the form of two distinct site-based internships called field experiences:

- a Field Experience (300-clock hours) in the middle of their program of study, and a
- culminating Capstone Experience (100-clock hours) toward the end of their program of study.

Both experiences are hands-on placements that emphasize practical application of the student's area of specialized interest within higher education or student affairs

and allow students to work in functional areas of their choosing. These experiences are provided in supervised settings so that students can apply the knowledge and skills acquired during previous studies and fulfill the theory-to-practice emphasis. These field experiences can be done at a variety of institutional types around the globe.

The HESA MA concentration meets the guidelines for the *Council for the Advancement of Standards in Higher Education* (CAS) requirements for *Supervised Practice* as students complete the two distinct site-based experiential learning opportunities. These experiences also encourage the development of Professional Competency Areas for Student Affairs Educators as outlined by the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA).

While engaged in the practical experience's students are also enrolled in a course assignments and course activities encourage reflection on learning and quality supervision. It is the student's responsibility to research and seek the experiences and discuss them with the potential Site Supervisors.

- ***Students are responsible for seeking their own placements in consultation with their faculty advisor.***
- ***All Field & Capstone Experience placements must be approved by the Faculty Advisor.***

EDLD 6580 Field Experience in Higher Education is a 3-credit hour course where students take part in 300-clock hours of hands-on work in student affairs and higher education. This is required of both HESA Masters and Certificate students. EDLD 6580 is an online course and generally taken after the student has completed a series of core courses. As part of the coursework students complete a series of reflective assignments.

EDLD 6792 Capstone Seminar is a 2-credit hour graded course with 100-clock hours of field-based hands-on work in student affairs and higher education. Completed during the end of the students' program of study this is intended to be a more advanced, culminating experience. In addition to completing their hands-on work in a supervised setting, in the course EDLD 6792 students complete a variety of reflective experiences. Students also complete their *Performance Driven Leadership ePortfolio*, which highlights students' growth in knowledge and skills throughout their graduate experience.

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

There are a wide range of experiences appropriate for Field and Capstone Experience. In the HESA Leadership program we utilize the [ACPA/NASPA Professional Competency Areas for Student Affairs Professionals](#) as a basis for the

skills we think it is important for students to develop as part of the Field and Capstone Experiences. We encourage students to consider what skills they would like to develop. In accordance with the *CAS Standards*, minimally students must:

- gain exposure to both the breadth and depth of student affairs work;
- gain exposure in one or all of the following areas during their experience:
 - developmental work with individual students and groups of students
 - program planning, implementation, or evaluation;
 - staff training, advising, or supervision; and administration functions or processes.

HESA also strongly recommends that a portion of the Field Experience be:

- devoted to “direct service” to or with students, and
- offer students the opportunity to work with diverse clientele or populations

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. If you have any concerns about these requirements, please speak with one of the faculty supervisor; we are happy to work with you on this. 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

What is required 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](#).
 - a. 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.

- a. (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 a Site Supervisor.
10. Complete the *HESA Program Evaluation* (as applicable and requested).

What role does the faculty member play?

All experiences associated with Field and Capstone Experience are in cooperation with the HESA faculty. All student experiences must be approved by the Faculty Advisor.

We believe in a teamwork approach. HESA faculty work collaboratively with students and potential Site Supervisors to help find placement for students, plan and implement the seminar course, meet with students and/or Site Supervisors during the course as requested, and evaluate all practicum students. Sometimes the person teaching the course (EDLD 6580 or 6792) will be an individual other than the student's Faculty Advisor. Please feel free to contact any of the HESA faculty members about positive progress and/or issues of concern about students.

What is expected of HESA Student?

Students are responsible for researching and securing their own sites. Students are responsible for completing all required course activities, hours, logs, forms, and maintaining open lines of communication with the Site Supervisor and faculty instructor. Students are responsible for initiating communications and ensuring that required materials are presented to the Site supervisor.

Can we pay our student?

Yes! Students can be paid for their work and we encourage it. 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.

Field Experience Guidelines for students:

- Complete required course prerequisites and review the Field/Capstone Experience Manual
- Discuss options with faculty advisor, considering personal and professional learning goals. After researching and discussing options with potential sites, students should finalize plans with the faculty advisor and obtain approval.
- Enroll in the appropriate course EDLD 6580/EDLD 6792.
- By the end of the 2nd week, complete *Student Learning Goals and Objectives* in consultation with Site Supervisor and submit to faculty instructor.
- Keep a reflective journal and separate hours' log.
- Complete all required course activities and assignments.

- Maintain a positive and professional relationship with site and supervisor by:
 - Sharing any required materials with the supervisor as requested by instructor.
 - Engaging in regular discussions with supervisor about learning and progress.
 - Set up a mid-term evaluation meeting with supervisor.
 - Set up a closing meeting with supervisor for a final evaluation meeting.
 - Ensure supervisor has completed the evaluation.

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. Please read more about them via the professional document linked above.

- | | |
|---|--|
| <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 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 Description Form for HESA Field/Capstone Intern Experience

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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?

9. 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. Please read more about them via the professional document linked above

- | | |
|---|--|
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| | <input type="checkbox"/> Technology (TECH) |
| | <input type="checkbox"/> Advising and Supporting (A/S) |

10. A specific or required skills needed

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.