

**STUDENT MANUAL FOR FIELD EXPERIENCE & CAPSTONE
Higher Education & Student Affairs Leadership - HESA**

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

WESTERN MICHIGAN UNIVERSITY

Please direct questions about field experience to your Faculty Advisor. This manual is intended to be a general reference guide. It is a working document and is updated on a yearly basis. If you have feedback, ideas, or suggestions please contact elrt_hesa@wmich.edu.

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DOCUMENTS/FORMS ASSOCIATED WITH FIELD EXPERIENCE /CAPSTONE

These forms are all available on the HESA Website under Current Student Resources

Student Forms

- [Student Manual for Field Experience and Capstone – HESA](#)
- [Field Experience & Capstone Application & Registration Online Form - HESA](#)
This form is used to help the student consider if various elements of the experience will fit the guidelines. The form is online. Please print the form and use it as a discussion guide with the potential site. Then complete it online for it to be sent to your faculty advisor for approval.
- [Student Learning Goals and Objectives-Field Experience & Capstone Online Form - HESA](#)
This form is completed within two weeks of starting the experience and submitted online. Please print the document and use it as a guiding framework for discussion with the site supervisor.
- [Performance-driven leadership \(PDL\) capstone portfolio requirements](#)
- Provided in the Educational Leadership HESA Seminar EDLD 6791 and in the Capstone Seminar EDLD 6792
- Masters in Educational Leadership in Higher Education & Student Affairs (HESA) Field Experience Waiver Request

For Site Supervisors

- [What is the HESA Field Experience/Capstone?](#)
 - This is a simplified version of the manual, typically appropriate to send to Site Supervisors to explain the Field Experience.
- [Site Supervisors Manual for Field Experience and Capstone HESA](#)
- Site Supervisor Evaluation of Field Experience Student -HESA (link to online form emailed to supervisor)
- HESA Program Evaluation/s for Capstone Only (online evaluations links will be sent)
 - for Student Capstone
 - for Site Supervisor of Capstone

WHAT IS A 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-clockhours) 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/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. **All Field Experience placements must be approved by the Faculty Advisor.**

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).

Graduate Assistantships (GA) positions and full-time work experiences in student affairs and/or higher education are not intended to be utilized as the Field/Capstone Experiences. The Field/Capstone Experience is a different level than that of typical GA or full-time work. The goal of Field Experiences is to put into practice what you have been learning in graduate school, and in accordance with CAS Standards, to have supervised experience with goals, and to demonstrate a certain set of skills students' have gained through their curriculum. Sometimes work at the site can be utilized when it is above and beyond the normal scope of duty. This is negotiated with the Faculty Advisor.

General course guidelines applicable to both EDLD 6580 & EDLD 6792

The coursework begins from the first logged hour of the field experience until the final logged hour of the experience (regardless of the semester of enrollment). As part of the coursework, The tasks and assignments that encourage reflection of learning and quality supervision are completed. Students keep a log of hours, maintain a reflective journal, communicate with their Faculty Instructor, and complete reflective inventories and evaluations and a final reflective paper, and any other required course/program assignments deemed necessary by the faculty.

Students are expected to follow the course syllabus guidelines; course credit will not be granted until all materials have been completed and the Site Supervisors have submitted a final evaluation of the student. If the appropriate clock hours are not completed during the semester enrolled, an "I" (Incomplete) is assigned. No grade (Cr/NCr) will be submitted for the Field Experience until all required course materials are completed.

It is the student's responsibility to make sure that their Site Supervisor turns in the final evaluations in a timely manner. *Students are strongly urged to keep all of the papers, journals, logs, and paperwork associated with their Field and Capstone experiences until the completion of their degree program.*

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. EDLD 6580 is required of both HESA MA and Certificate students. 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.

HESA students are eligible for Field Experience after they have completed their first-year of curriculum in the HESA program (generally taken after the student has completed a series of core courses, usually 6580, 6530, and 6550 with 6570 highly suggested). Students must complete EDLD 6580: Field Experience to be eligible for the EDLD 6792 Capstone course. During the semesters that students are completing their EDLD 6580 Field Experience they will also take part in the online course. Students will register and pay for 3-credit hours the semester in which the majority of the work will take place. The coursework begins from the first logged hour of the field experience until the final logged hour of the experience (regardless of the semester of enrollment). As part of the coursework, students keep a log of hours, maintain a reflective journal, communicate with their Faculty Instructor, and complete reflective inventories and evaluations and a final reflective paper, and any other assignments deemed necessary by the Faculty Instructor.

CAPSTONE - EDLD 6792 Capstone Experience

EDLD 6792 Capstone Experience is a culminating, 2-credit hour graded seminar comprised of 100 hours of field-based work, course meetings, reflective activities, and completion of the

Performance Driven Leadership (PDL) electronic Portfolio. EDLD 6792 consolidates concepts learned in the Performance Driven Leadership curriculum, continuing to merge theory with best practice and highlights students' growth in knowledge and skills throughout their time in the graduate program. Students will find that their marketability will increase with the more experiences they have, which in turn may impact job prospects upon graduation. 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. Students must complete EDLD 6580 and all but one course before enrolling in/beginning EDLD 6792.

While enrolled in EDLD 6792, students will complete several assignments. Questions arising from coursework and the related internship experiences are discussed and clarified during the course meetings. The course is graded on the completion of clock hours, quality completion of all course assignments, and all required documents.

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_Competerencies_.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.

CAS STANDARDS PART 5C: SUPERVISED PRACTICE (2013)

A minimum of 300 hours of supervised practice, consisting of at least two distinct experiences, must be required. Students must gain exposure to both the breadth and depth of student affairs work. Students must gain experience in 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.

Supervision must be provided on-site by competent professionals working in cooperation with qualified program faculty members. On-site supervisors 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, and other recognized professional associations. Qualified student affairs professionals possessing appropriate student affairs education and experience should be invited to sponsor and supervise students for practicum and internship experiences. Typical qualifications include at least a master's degree in student affairs or a related area of professional study, several years of successful professional experience, and experience at that institution. Student affairs professionals serving as on-site supervisors and evaluators of students in training should be approved by the responsible faculty member as competent to accomplish this task.

Site supervisors must be approved in advance by program faculty. Program faculty must offer clear expectations of learning goals and supervision practices to site supervisors.

Supervised practice includes practicums and internships consisting of supervised work completed for academic credit in student programs and services in higher education. The exposure of students to diverse settings and work with diverse clientele or populations should be encouraged.

Because individual supervision of students in practicums and internships is labor intensive for faculty with this instructional responsibility, supervision must be limited to a small group to enable close regular supervision. Students must be supervised closely by faculty individually, in groups, or both.

When determining practicum and internship course loads, faculty members who provide direct practicum or internship supervision during any academic term should receive instructional credit for the equivalent of one academic course for each small group. Likewise, students enrolled in such internships should receive academic credit.

A graduate assistantship in programs and services in higher education, which provides both substantive experience and professional supervision, may be used in lieu of a practicum or internship. For this to be effective, faculty members responsible for assuring quality learning outcomes should work closely with graduate assistantship supervisors in students' assignment and evaluation processes. Appropriate consideration and provisions should be made for students with extensive experience in student affairs.

Preparation of students for practicums and internships is required. Practicums and internship experiences must be reserved for students who have successfully completed a sequence of courses pertaining to basic foundational knowledge of professional practice. This must include basic knowledge and skills in interpersonal communication, consultation, and referral skills. Students must comply with all ethical principles and standards of appropriate professional associations. HESA Field Preparation of students for supervised practice may be accomplished through special pre-practicums seminars, laboratory experiences, and faculty tutorials as well as coursework. Student membership in professional associations should be expected. Attendance at professional conferences, meetings, or other professional development opportunities should also be encouraged.

FIELD EXPERIENCE/CAPSTONE STUDENT CHECKLIST

- Review the Field/Capstone Experience Manual.
- Complete required course prerequisites
- Consider your personal and professional learning goals (see Personal Reflection Activity in manual).
- Discuss your options with your Faculty Advisor.
- Research Field Experience/Capstone placement sites that can contribute to your personal and professional learning goals and ensure that the site is willing and able to meet the guidelines.
- Finalize plans with your Site and Faculty Advisor to approve the Field Experience placement.
- Complete the *Field Experience (6580) & Capstone (6792) HESA Application & Registration Online Form*. Once you are approved, the Department secretary will enroll you in the course.
- By the end of the 2nd week of Field/Capstone Experience work with your Site Supervisor to complete the online *Student Learning Goals and Objectives* form and submit to the faculty instructor for your Field/Capstone Experience course.
- Maintain a positive and professional relationship with the site and the supervisor.
- Engage in regular meetings/discussions with your Site Supervisor about your learning and progress.
- Complete a mid-term progress evaluation with Site Supervisor
- Meet with Site Supervisor for a final evaluation meeting and ask Site Supervisor to submit the completed Site Supervisor Evaluation of Student (online form).
- Complete a closing evaluation of site and supervisor
- Engage in required communication with Faculty Instructor as determined by course syllabus
- Maintain a log that records hours and general activities.
- Keep a reflective journal that includes activities and learning moments.
- Complete and submit all learning projects and materials associated with the course (logs, journals, papers, resume, mid-program competencies assessment, etc. evaluations, other assignments as required) per course syllabus.
- Submit and complete required student HESA evaluations & assessments.

GUIDANCE FOR SELECTING A FIELD EXPERIENCE/CAPSTONE SITE

Throughout the HESA program, students are provided many opportunities to network with a variety of individuals. Field Experiences can be done at the home institution, a nearby institution, out of state, or abroad. There are a number of departments and offices at WMU, K-College, KVCC, and Kellogg Community College that would be happy to work with you. We suggest that you speak with your classmates, respond to listserv emails, and attend information sessions. Making connections at on and off campus events is also a great idea.

Student affairs and higher education related Field/Capstone experiences are provided in selected supervised settings so that students can apply knowledge and skills acquired during previous studies. Students are responsible for researching and securing their Field Experience & Capstone Experience sites. When doing so, they should ensure the following:

1. The Experience is in accordance with the CAS Standards
 - a. Student will gain exposure to both the breadth and depth of student affairs work
 - b. Students will gain exposure in one or all of the following areas during their experience:
 - i. developmental work with individual students and groups of student
 - ii. program planning, implementation, or evaluation
 - iii. staff training, advising, or supervision
 - iv. administration functions or processes
2. The Experience encourages the enhancement of personal competencies and areas of development still needed in the completion of the HESA degree.
 - a. Students should select an office/area where they can both learn from and contribute to
 - b. Students should consider how a Field Experience/Capstone project will strengthen their abilities in ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015)
3. HESA also strongly recommends that a portion of the Field/Capstone Experience be
 - a. Devoted to “direct service” to or with students
 - b. Offer students the opportunity to work with diverse clientele or populations

EXAMPLES OF PAST HESA STUDENT FE/CAPSTONE SITES

<p>WESTERN MICHIGAN UNIVERSITY Center for Academic Success Programs Alpha Program Bernhard Center Broncos FIRST CAMP Program Career and Student Employ. Services Center for Academic Success Programs CEHD Student Success College of Arts & Sciences Advising CAS Student Success Services College of Business Advising CHHS Student Support Services Disability Services Enrollment Management Exploratory Advising Working on WMU Exit Survey Family Engagement First Year Experience/Student Transitions Office of Financial Aid-Scholarships First Year Seminar Global & International Studies Advising</p>	<p>Graduate College Grant writing Haenicke Institute for Global Education HESA program Division of Multicultural Affairs Office of Admissions Office of Institutional Equity Office of LBGT Student Services Office of Student Engagement Assisting in the Office of the President Residence Life SIETA Scholars Office of Student Engagement DSA Strategic Planning and Assessment DSA special projects for VPSA Success at WMU Student Conduct Research assistant Teaching assistant (FYE, grad courses) TRIO Support Services</p>
<p>KALAMAZOO VALLEY COMMUNITY COLLEGE International Student Services Strengths Development</p>	<p>Student Success Center Advocate Student Success Center Life Resources</p>
<p>KELLOGG COMMUNITY COLLEGE Service Learning</p>	<p>Student Life</p>
<p>KALAMAZOO COLLEGE Office of Student Involvement Outdoor Programs Residence Life Student Conduct Student Development</p>	<p>Office of Students with Disabilities Career Services Center for International Programs Research assistant</p>
<p>OTHER SITES Aquinas College- Residence Life Glen Oaks Community College Hope College- Registrar’s Office MSU – advising, career, and others Southwestern Michigan College Ferris State University International internships California State University of Channel Islands</p>	<p>Cornerstone University – Admissions Jacksonville Univ. – Residence Life/Conferences Louisiana State Univ. – Res.Life/Conferences Miami University– Cliff Alexander Office of Fraternity and Sorority Life San Francisco State University –Res Life NODA internships & ACUHO-I internships</p>

National Internships and Organizations

There are national organizations that support Student Affairs masters students seeking internships. There may be others than those listed below, so please feel free to do your own exploration and network with individuals you meet at conferences.

- **NODA Internships:** The NODA Internship Program matches orientation, transition and retention professionals and host institutions with energetic, dedicated students looking to expand their orientation experience and connections. Find more information at: http://noda.orgsync.com/about_internships
- **ACUHO-I Internships:** The ACUHO-I Housing Internship Program is one of the most prestigious and competitive higher education internship opportunities available to undergraduate and graduate students. Today's students are seeking experiences that not only shape them as future housing professionals, but also influence their current education. The Housing Internship Program offers an unprecedented learning experience for both the interns and the host sites. Find more information at: <http://www.acuho-i.org/EventsbrPrograms/HousingInternshipbrProgram/tabid/620/Default.aspx>
- **ACUI Internship Program:** The ACUI Internship Program will offer a comprehensive and structured learning experience for candidates looking to work in a college union or activities program at a participating member institution. Initiated by the Education Council, this program is designed around the Association's core competencies and skill sets. Interns will gain insight into the daily operations, programming, services, and overall management of a college union and student activities program in preparation for a career in the field. Additionally, if enrolled in a graduate program that offers this option, student participants could receive course credit for the internship. Find more information at: http://www.acui.org/content.aspx?menu_id=206&id=18771
- **NACA Volunteers:** <https://www.naca.org/Volunteer/Pages/default.aspx>

International Field Experience/s

International Field Experience/s are encouraged. Students may seek a variety of international Field Experiences on their own or through emails forwarded to the HESA students throughout the year. Students completing international Field Experiences may be able to complete a diversity cognate while overseas with approval from their Advisor. The diversity cognate credit experience would need to be a project above and beyond the international Field Experience (for example: engaging in a research project, completing an international diversity course overseas, or another creative means of scholarly/practitioner work focused on diversity).

Some students work independently with university study abroad offices to develop their own Field Experience by looking for schools that offer "overseas internships." You might want to contact WMU's study abroad office or:

- <http://www.studentaffairs.com/web/internationalstudyprograms.html>
- <http://international.wmich.edu/content/section/7/160/>
- <http://www.iepabroad.org/program/info/id/57>

TIPS FOR SECURING A PLACEMENT

- It is essential to plan ahead in order to commit necessary time and resources to complete the Field Experience/s. Discuss the nature of possible Field/Capstone Experience(s) and your professional goals,) with your Faculty Advisor 3-6 months before your first Field Experience.
- Complete the Personal Reflection Worksheet (see p. 11).
- Revisit your Philosophy of Student Affairs, written in EDLD 6510, in case you want to provide it as a writing sample to prospective sites.
- Polish your Resume
 - Update your resume.
 - Meet with Career & Student Employment Services to have your resume reviewed.
 - Have your resume reviewed by a current supervisor and/or mentors.
- Identify two to three potential Field Experience sites and prepare your list of contact people at the sites.
- Discuss your ideas with your Faculty Advisor.
- Before you contact the potential Field/Capstone Experience site, prepare by:
 - Read the functional area chapter in the Rentz's Student Affairs Practice in Higher Education textbook from EDLD 6510 to gather some knowledge about the specific functional area.
 - Review the Department/s website to develop an understanding of their mission, goals, and functional responsibilities.
 - Make a brief summary list of competencies you would like to enhance or things you would like to learn by working with this department.
- Contact the individuals/departments you have identified concerning the availability of Field/Capstone Experience with their office.
 - Send an email and/or make a phone call expressing your interest and explaining you would like to set up a time to talk to them further about the opportunity. Note that if your request for a meeting is granted the office may consider this meeting an "interview" so be prepared. Some offices will notify you of a formal interview later.
- Prepare for your initial meeting/interview. Students need to prepare carefully for the interview for the internship in order to present themselves as developing professionals. To the meeting/interview bring:
 - Your resume

- Your Philosophy of Student Affairs
 - Your summary list of competencies you would like to enhance or things you would like to learn by working with this department.
 - Be prepared to discuss some general things such as hours/days/weeks of work, how vacations might be handled, would it be paid or unpaid, etc.
- After the meeting/interview with the potential Field/Capstone Experience Site:
 - Send a thank you note/email after the discussion and interview.
 - Consider fit: is the place you would like to work?
 - Discuss your options with your Faculty Advisor.
 - Accept or decline the offer in a timely manner. If you decide not to take an offer, you should be prepared to follow up with a personal phone call and email to the site.

PERSONAL REFLECTION ACTIVITY (FOR CHOOSING A SITE)

HESA Western Michigan University Personal Reflection Activity for choosing a Field or Capstone Experience	
Consideration	Reflection
What are your core beliefs about students and/or higher education? (Review your Philosophy of Student Affairs written in EDLD 6510)	
Why do you desire to be a student affairs professional? What issues or areas do you feel most drawn to?	
Revisit the Competencies Assessment completed in 6791 or 6510 What professional competencies do you possess strengths in, and why? What professional competencies would you like to improve and why?	Personal and Ethical Foundations (PPF) Values, Philosophy, and History (VPH) Assessment, Evaluation, and Research (AER) Law, Policy, & Governance (LPG) Organizational and Human Resource (OHR) Leadership (LEAD) Social Justice and Inclusion (SJI) Student Learning and Development (SLD) Technology (TECH) Advising & Supporting (A/S)
Where would you like to complete your Field Experience/Capstone hours, and reflect on why you prefer this location?	In the U.S or Abroad In-state or Out of State On-campus or Off-campus Local, regional, national, international
How would you like your Field/Capstone Experience to contribute to your future professional goals?	

SITE SUPERVISION & SITE SUPERVISOR EXPECTATIONS FOR FIELD/CAPSTONE SITE

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 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

The Field or Capstone Experiences Site Supervisor should be willing to:

- 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.
- 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).
- Provide ongoing feedback and evaluation to discuss students' progress and learning (through regular one-on-one-meetings, reflective logs, etc.)
- Complete a mid-program evaluation/discussion with student about their progress.
- Communicate to the faculty instructor any concerns about student or performance.
- 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).
- Be willing to have the student evaluate and discuss your supervisory style and effectiveness as a Site Supervisor.
- 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 Field Experience and Capstone Experience sites. Students are responsible for completing all required hours, logs, forms, and maintaining open lines of communication with the Site Supervisor and faculty instructor.

Can the Field/Capstone Experience pay students?

Yes! Students can be paid for their work. While pay might not always be an option we encourage you to consider how you might thank your student for their work. Some

departments offer professional development compensation, small scholarships, or other means of compensation.

SAMPLE FIELD/CAPSTONE EXPEREINCE INQUIRY EMAILS

To t.supervisor@wmich.edu Bcc

Cc

Possible practicum opportunity

Hi Tony,

Thank you again for allowing me to interview you for Dr. Talbot's class. I was able to pull some really good content for my paper, and learn more about veterans affairs in the process, so thank you very much! I wanted to touch base with you about the 300-hour practicum opportunity we discussed for this upcoming summer. That is definitely something I would like to do, and I was hoping we could chat some more about your thoughts. Hope to hear from you soon!

AM

To Y Y123@kcc.edu X Bcc

Cc

HESA Student Inquiry

Hi Yvonne,

My name is M.A. and I am currently a first year Masters student in the Higher Education and Student Affairs (HESA) program at Western Michigan University. I am currently in the process of searching for an office /department to do my practicum (300 hour internship) with and I am interested in working with the Seita scholars program if there would be the opportunity to do so. My schedule is pretty flexible and I am hoping to get started on my practicum work beginning in the summer I or Summer II session, however I am flexible with this as well. |

I would love to discuss further with you if there would be opportunities with your office or if you are not the person I should be contacting regarding this I would appreciate any direction you could offer. Thank you again for your time and I look forward to hearing from you. I can be reached via this email address or by phone cell xxx-xxxx or home xxx-xxxx.

Sincerely, M.A.

To  m.kim@kcollege.edu ✕ Bcc

Cc

Add a subject

Mr. K.

I am writing to introduce myself and inquire about the possibility of setting up a short meeting with you to talk about your office, as I am exploring possibilities for my practicum experience in the Higher Education and Student Affairs (HESA) master's program and have a strong interest in advising.

First let me introduce myself. I am in my first year of the program and enrolled full time. I earned my bachelor's degree from the University of Wisconsin-Superior in Political Science with a minor in Women's Studies. After that I worked full-time for the Girl Scouts as a Camp Director for several summers and then Program Director for three years before returning to school. In addition to being enrolled in the HESA program, I am a graduate assistant in the Office of Faculty Development (OFD) where half of my time is dedicated to marketing and communications and the other half to research with Dr. Andrea Beach.

I am really enjoying my studies and my work with Dr. Beach in OFD. However, I am studying to work with students and therefore I want to be intentional about my practicum choice and make every hour count. Being new to WMU, I don't know a lot of folks around campus. When I stated my interest in advising I was told you're the best-- I want to learn from the best.

I would be most appreciative if you were able to meet with me briefly to discuss whether or not you are open to this possibility and if so, if it would be a good fit. If not, any input you have would be respectfully appreciated.

Thank you for your time.

Sincerely, J.R.

To  Louis.jones@wmich.edu ✕

Bcc

Cc

HESA Capstone|

Hi Louis,

Hope all is well with you in the world of Residence Life! I am writing to you in regards to possible internship (capstone) experiences that may be available within your office. As you know, HESA students need to complete a 100- hour capstone experience during our second year in the program. Residence Life in general has always been an interest to me, as I spent a portion of my undergraduate career as a resident assistant, but I have no experience with this portion of student affairs on a different level. I am pretty open to any type of experience I could gain with the department, but would also love to work on projects such as RA selection or conduct if either one of those is an option.

If you would like to discuss this possibility further please let me know and I am definitely meet with you or chat about the options. If this is not something that you think would work out, please let me know as well. Thank you in advance for your time and consideration.

Sincerely,

M.A.

ADVICE FROM OTHER HESA STUDENTS

I already had the idea I wanted to go into First Year Experience post graduation. I immediately thought of ways to continue develop in First Year Experience. Because I went here and participated in our First Year Experience Office fairly extensively, I built up a strong relationship with the professional staff. I went back to them with a clear idea of what I wanted to gain as well as things I did not want to do because I had already done a lot with the office. My suggestions are to start finding your experience as soon as you can. I also suggest that you do some research on the department to find ways you can help them. Ultimately you want to be able to answer two questions the first time you talk with the staff. 1.) Why are you interested in working with (department)? 2. What is it that you see yourself doing with (department)?

- Josh Kohnert, HESA 2013

Throughout the year I spoke with my cohort and tried to gauge who was really enjoying their assistantships and what other areas of student affairs I wanted to become acclimated with. I talked with my supervisor and was given some names for people at KVCC, but nobody had work available over the summer. From there, I continued to speak with my cohort and became interested in Admissions. I coached Girls on the Run with Megan Pauken and she introduced me to her supervisor for Admissions, whose daughter just so happened to be on my team. A connection was made, my resume was shared, and I was invited to work with the Office of Admissions to complete my 300 hour field experience, and continue working in Admissions beyond just class requirements. You never know where you will meet people, so constantly be networking and follow through on e-mails. Be sure to contact different departments early and have a back-up plan. Do your practicum throughout the end of Spring and Summer, you won't regret it!

-Emily Lott, HESA 2013

I interviewed TQ, Director of Military and Veterans Affairs at WMU, for one of my papers in the "Foundations" course, and that's how I started discussing a practicum opportunity with her. I am a military spouse, and that was one of the reasons I was drawn to that area of higher education and wanted to learn more. Below is the email I sent Tracey after our interview. I definitely think the student affairs professional interviews for the Foundations paper was a great way to gain insight into a potential field experience! I hope that helps. :)

-Ashley McCann, HESA 2013

For me, the process of finding both my field experience and capstone experience was relatively simple. When I was thinking about where I wanted to do my field experience, I initially thought I wanted to go somewhere out of state at a different college or university. However, after doing research, I did not find many opportunities that I was interested in that would fit in my timeframe. Since my graduate assistantship is 10 months, I would only have had May and June to complete the required 300 hours and these two months are relatively quiet on most campuses. Also, I did not want to rush through my experience, so I chose to find an office on campus that I was interested in working with. I wanted to find something different from my GA position in the Student Activities & Leadership Programs (SALP) office and I also was interested in working with underserved student populations. Once I reviewed a variety of options available on campus, I decided to reach out to the Seita Scholars program. I emailed the director at the time and quickly heard back asking to set up a time to meet. From there, we discussed what projects I could potentially work on and determined a time frame that worked for both of us.

When it came to my capstone experience, I knew from the early on in the program that I wanted to do it with Residence Life. My decision to work with them was based on the desire to gain more experience with residence life in general because I will consider applying for some jobs in this area when I graduate. In order to determine if there were possible opportunities with this department available, I emailed the associate director. I chose her specifically because she previously worked in SALP and had a working relationship with her. As with Seita, she emailed me back quickly to let me know of some of the options I could have and then we set up a time to meet and determined the time frame that worked. Overall, it seems most departments on campus, especially student affairs departments, are eager and willing to have students interested in doing either their field or capstone experiences with their office. Some have more opportunities for 300 hour experiences while others only have 100 hour experiences available. Either way, most professionals have been more than willing to discuss options. .

-Meredith Atchison, HESA 2013

I wanted to do my practicum in advising, so I spoke with my supervisor and asked for her recommendations. She strongly recommended that I speak to Kevin Knutson in Arts and Sciences Advising. I emailed Kevin and introduced myself, explained what I was asking (if we could discuss doing my practicum through his office), why I wanted to do that, and asked if we could meet at his convenience to discuss it

FREQUENTLY ASKED QUESTIONS ABOUT FIELD / CAPSTONE

Will I get paid for my Field Experience?

There are both paid and unpaid opportunities. This will depend on the office you work for and the opportunities you find, and also how early you start looking.

Do all 300/100 hours need to be at one place?

Typically, all Field Experience 300 (EDLD 6580) and Capstone 100 hours (EDLD 6792) are completed at one site to give you full exposure and maximum potential for learning from the Field Experience. Sometimes exceptions can be made if there are clearly articulated reasons; please work with your Faculty Advisor.

Can I receive credit for my full-time work in higher education?

Students who are currently working full-time in qualified higher education positions may be able to waive up to 150 hours of the 300-hour requirement. Not all employment in Higher Education may qualify for a waiver so students should meet with their Faculty Advisor to discuss if their specific employment experience meet the standards required for a Field Experience Waiver. If it is determined that a waiver might be possible, students are expected to submit a written assignment that discusses how their current worksite fits the intended goals and outcomes of the Field Experience as detailed in the waiver section at the end of the manual.

Will I pay tuition when I am enrolled for Field Experience?

Yes, you will register and pay for the credit hours appropriate to each course during the semester in which the majority of the hours will take place. Generally, for full-time students this is either Summer I or Summer II. For other students it is during the semester in which the majority of the work will take place. This will be EDLD 6580 Field Experience is 3 credit hours while EDLD 6792/ Capstone is 2 credit hours.

It is your responsibility to work with the Graduate College and your specific GA site and to review the terms of your GA contract to understand if your GA covers the tuition and fees. Many GA's do not cover tuition during the summer.

What do I do if I have conflicts at my site?

Your Faculty Advisor and/or your Field Experience/Capstone faculty instructor are available for you to consult with regarding any concerns you have about your site. We encourage you to take concerns to your supervisor in a professional and confidential manner just as with any professional situation.

FE WAIVER PROCESS FOR STUDENTS WORKING FULL-TIME IN QUALIFIED HIGHER EDUCATION POSITIONS

Students who are currently working full-time in qualified higher education positions may be able to waive up to 150 hours of the 300-hour requirement. Not all employment in Higher Education may qualify for a waiver so students should meet with their Faculty Advisor to discuss if their specific employment experience meet the standards required for a Field Experience Waiver. If it is determined that a waiver might be possible, students are expected to submit a written assignment that discusses how their current worksite fits the intended goals and outcomes of the Field Experience.

The assignment should explain:

- How the student's past, present and future experiences as a full-time employee encourage the development of skills necessary to serve students
- How the student's work addresses
 - The Council for the Advancement of Standards (CAS) in Higher Education's graduate program standards (2015), specifically one or more of the following
 - Gaining exposure to both the breadth and depth of student affairs work
 - Having the opportunity to work with diverse clientele or populations
 - Providing "direct service" to or with students
 - ACPA/NASPA Professional Competency Areas for Student Affairs Educators (2015)

Students should cite the specific professional standards the student's work has entailed by giving examples of their duties, knowledge they have used and what they have learned in their current role.

- How the knowledge gained through completed HESA coursework has informed the student's practice as a student affairs professional

Waivers should be written in APA format and properly cited references should be included, if applicable. Though there is no document length requirement, generally successful waivers in the past have been 4-6 double-spaced pages. Waiver requests must be submitted and approved to receive credit for the three credit Field Experience course. Questions regarding the Field Experience Waiver should be discussed with the HESA Faculty Advisor.

HELPFUL FE/CAPSTONE RESOURCES

Elearning

Materials on the HESA Website: <https://wmich.edu/leadership/academics/ed-leadership/master/hesa/current-students>

- Student Learning Goals & Objectives
- HESA Student Manual for Field Experience/Capstone
- Site Supervisor Manual for Field Experience/Capstone
- Functional Area Links: Academic 360.com or Student Affairs.com

ACPA/NASPA Professional Competency Area Documents

- ACPA/NASPA Professional Competencies Rubrics Professional Competency Areas for Student Affairs Educators (2015) – ACPA/NASPA

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