



**Masters of Education Degree
Counselor Education-Student Affairs**

**FIELD EXPERIENCE
HANDBOOK
2025-2026**

**Department of Educational and Organizational Leadership Development
330 Tillman Hall, Box 340707
Clemson, SC 29634-0707**

Table of Contents

General Field Experience Guidelines

Introduction.....	1
Student’s Responsibilities Prior to Enrollment in Field Experience	4
Understanding the Difference Between Practicum & Internship	5
Selecting Sites & Preparing for Practicum and Internship.....	6
Familiarizing Yourself with Your Site.....	8
Requirements for Field Experience.....	9
Documentation Requirements for Practicum and Internship	10

Grading Rubrics

Practicum Field Experiences (EDSA 8340).....	11
Internship Field Experiences (EDSA 8440).....	12

Field Experience Forms and Supporting Documents

Application for Practicum and Internship	13
Site Supervisor Information Sheet	14
Field Experience Contract.....	15
Learning Contract	18
Mid-Term Practicum/Internship Evaluation	19
Final Practicum/Internship Evaluation.....	21
Site Evaluation	25

Additional Resources

Ethical Standards and Guidelines	26
ACPA/NASPA Competencies	27

General Field Experience Guidelines

Introduction

This manual provides information about field experiences in the student affairs program at Clemson University. Field experiences consist of practicum and internship opportunities and are an important part of your program of study. The practicum is designed to help students develop requisite student affairs skills and knowledge of the applied setting. The internship provides students with experience in all aspects of professional functioning applicable to the program. Please read the following information carefully.

It is highly recommended that students discuss field experience and site placement with their advisor almost immediately upon entering the program. These discussions will assist students in clarifying their professional interests, solidifying their program of study, and seeking out appropriate sites for practicum and internship. A list of approved sites is available through your advisor. Enrollment in field experience courses requires an application process with specific deadlines. The application form is located on page 13 in the field experience manual.

Students must have personal professional liability insurance in place before beginning any practicum or internship experience. Such insurance is available at student rates from various insurance carriers. Students are encouraged to shop around for their policies. Please contact your advisor if you have question about professional liability insurance.

Throughout this document, the following terminology is used when referring to field experiences:

<i>Advisor</i>	Student Affairs faculty member who is the student's assigned academic advisor upon entering the program.
<i>Field Experience Coordinator</i>	Provides information to sites and students related to placement and nature of field experience.
<i>Site</i>	The physical location of the field experience placement. This site must be approved by the program coordinator.
<i>University Faculty Supervisor</i>	The faculty member who is the instructor for the practicum or internship courses and will meet with students either individually or within a group setting.
<i>Site Supervisor</i>	This is the faculty or staff member at the field experience site who oversees the administrative details of the student's experience. This person is the liaison to the university supervisor. Site supervisors are required to have a minimum of two (2) years of related experience and a master's degree in counselor education or a related educational field.
<i>Contact Hours</i>	Time spent in field-related activities. It is our hope that students have direct interaction with students but a good site also provides students with leadership, administrative, and learning experiences.

Each student is required to take one practicum (75 hours) and one internship (125 hours). For those full-time students with graduate assistantships, the practicum is typically taken their first spring semester of graduate school, with internship being the last year. Graduate assistantships cannot be used for practicum/internship requirements (academic credit), and while we encourage and support students' participation in ACUHO-I, NODA and other external experiences, they cannot be used for practicum/internship requirements (academic credit).

For those full-time working professionals attending school part time to increase their marketability, we encourage these students to seek opportunities outside their work environment; however, we are aware that is not always possible. As such, we do allow flexibility for them to fulfill the practicum and internship requirements. Each student should work with their advisor. If students do complete their practicum/internships in their existing offices, students should engage in projects that normally would not be part of their typical job function. For the practicum and internships, special focus and attention should be paid to ensuring that, if possible, the students are reporting to someone different than their work supervisor. Students should speak with their advisors to determine all details of their practicum/internships.

Student's Responsibilities Prior to Enrollment in Field Experience

Students are responsible for completing the following tasks prior to beginning field experience:

1. Meet with academic advisor the semester prior to the first field experience
2. Attend a mandatory meeting with the Field Experience Coordinator prior to submitting the field experience application for EDSA 8340.
3. Complete and submit the field experience application prior to each field experience by the stated deadlines:
 - a. November 1 for spring and summer enrollment
 - b. March 1 for fall enrollment
4. Confirm field experience site and set up introductory meeting with site supervisor either at the end of the semester prior to the field experience or as soon as possible during the semester of the field experience (you do not want to have to wait two weeks into your experience before having your first official meeting to set expectations and goals for the semester)
5. Complete Site Supervisor Information Sheet, Field Experience Contract, and Learning Contract (Due at beginning of each field experience class)
6. Provide hard copy proof of liability insurance (Due at beginning of field experience class)
 - a. Go to - <http://www.ftj.com/EducatorLiability>
 - b. Indicate being a member of ACPA or NASPA
 - c. Proceed through the website to receive the discounted rate of \$25 per year.

d. Full-time Clemson employee and completing field experiences at Clemson – you DO NOT need to purchase the insurance. Clemson covers you as an employee, so you are fine. If you plan to do one of your practicum/internships at another institution, you will need to purchase the \$25 insurance coverage.

e. Full-time graduate student (12-month GAs) – you MUST purchase the \$25 student insurance coverage. This coverage will be valid for one calendar year. For example, if you purchase on January 1, 2023, your coverage will run out December 31, 2023. We recommend waiting until January of your first year to purchase your insurance, so you are covered for your spring practicum and summer internship.

f. Full-time graduate student (9-month GAs) - you MUST purchase the \$25 student insurance coverage as well; however, this coverage will be valid for one calendar year. For example, if you purchase on January 1, 2023, your coverage will run out December 31, 2023. Since your field experiences will be in the spring of your first year and your internships will be in the fall and spring of your second year, your coverage would run out before starting your second internship. We recommend that you purchase insurance in December of your first year so that coverage begins on January 1st so you are covered for your spring practicum and most of your Fall internship. Then, you will purchase an additional year of coverage for your Spring internship.

Understanding the Difference Between Practicum and Internship

Practicum

This introductory experience is designed to help students develop requisite student affairs practitioner skills and knowledge in the applied setting. Students begin this experience as volunteers or “apprentices” rather than experienced practitioners. Students are expected to learn the role of a student affairs professional in the particular setting, including the activities and services provided, as well as procedures and policies.

Students complete EDSA 8340 for a minimum of 75 hours in an appropriate setting approved by the Field Experience Coordinator. The course instructor, student’s advisor, and site supervisor determine appropriate practicum activities. Activities could include observing/shadowing, attending staff meetings, tutoring, advising, administering tests, informational interviewing professional staff members, studying materials and procedure manuals, and other support functions.

Internship

Internship provides students with a more in-depth experience. Students have responsibilities similar to a full-time staff member in a particular setting. Internship requires students to complete a minimum of one internship EDSA 8440 field experiences (125 hours) of supervised experience in a professional role. Student may complete a second internship for 125 hours or could take an elective/independent study in place of second internship. Students may not use their graduate assistantships as their field experience sites, nor can they count hours clocked at their assistantships toward their field experience total.

Selecting Sites & Preparing for Practicum and Internship

Planning Ahead

As students are finalizing plans for field experiences and completing paperwork, pay attention to the following guidelines and recommendations. To meet requirements for each semester of field experience, students should discuss the academic program's hour requirements with their prospective sites prior to the start of their field experience. (75 hours for practicum and 125 hours for each internship). Students who may have questions about a particular site or who have difficulty accumulating their hours once the semester has begun should discuss their concerns immediately to their University Supervisor. Students must be cognizant that the required hours remain the same during the summer semester. Therefore, students must be able to present a plan to their advisor of how he or she can guarantee completing the field experience requirements. The actual length of time on site is determined by the duration of the university's semester schedule thus completing hours before or after a semester is not allowed.

Things to Consider Before Committing to a Site

Identifying a potential field experience site and supervisor takes time and requires conversations in advance. A site that did not work out well for one student might be a very good match for someone else. Finding an appropriate site (one that best aligns with your goals/competency development) can be based on the desired competency development/projects, student contact versus administrative/assessment focus, and supervisory styles. This section is intended to help students think about each area before committing to a site rather than making assumptions about what field experiences will be like.

- ☐ **Competencies** - Students should begin by examining the ACPA/NASPA competencies and identifying strategic areas for development. No one is expected to be advanced in every competency. Students should use them to identify what competencies they have and what they want to develop while in the program. To help determine if a site may be a good place to develop a competency, discuss possibilities with faculty. Chatting with peers who have already participated in one or more field experiences can be helpful. The Field Experience Coordinator maintains a database of all past sites. Students may visit with them to ask questions or seek clarity. Finally, examining institution, department, and program web pages can be helpful, particularly if seeking experience with specific populations or other characteristics.
- ☐ **Student Contact versus Administrative/Assessment Focus** – Depending on the amount of student contact or administrative/assessment focus students have through assistantship or full-time jobs, field experiences can be a way to diversity experiences. For example, working with the same group of students over the course of a semester is a different type of student contact than short-term interactions. Gaining different types of student contact can clarify what types of future roles of interest. Additionally, there may be an advantage of developing more administrative or assessment competencies during a field experience due to having a variety of student contact through other experiences. Again, it is important to consider the ACPA/NASPA competencies and conversations with the advisors, supervisors, and mentors to determine how to make the most of field experiences.

□ **Supervisory Style** – Site supervisors vary quite a bit in how they approach their roles; some keep students close, observe students frequently, encourage lots of questions, and appreciate insights about their work, while others are more likely to turn students loose and encourage students to be very independent and structure their own time. It is up to students to reflect on what they need in supervisors based on what they have learned from past experiences. The faculty cannot always predict whether or not students' personalities and work style will mesh with future supervisors. Even in situations where the match is not perfect, students who approach the experience with a positive attitude and who convey to their University Faculty Supervisor any concerns they have in an effort to alleviate them quickly, are likely to learn quite a bit from their experiences.

Narrowing Down the Options to Find the Right “Fit”

After considering the above areas, students should schedule intentional conversations with potential sites prior to each semester of field experience. These conversations provide the opportunity for students and potential site supervisors to see if the experience is a good fit for both sides. The conversations allow students to articulate the competencies they hope to develop and what they need in supervisors. The site supervisors have the opportunity to articulate the type of experience they are able to provide and their own supervisory style.

When having these conversations, it is important to avoid being ambiguous or saying – I'll do anything. Students who take this passive approach or assume a potential supervisor can be a mind-reader often leaves students feeling unfulfilled and frustrated because they were not afforded the opportunities they had hoped to get. These conversations are vital to have to identify if a site and supervisor that will be a good fit.

Developing a Preliminary Plan & Expectations Before the Field Experience Begins

Once a student and site supervisor agree that the experience is a good fit, it is important to develop a basic plan *prior to the semester starting*. Using this manual and its forms can help guide preliminary conversations. Identifying a start date, weekly hours, appropriate dress, and basic outline for how the pre-identified competencies will be developed prevents confusion and misunderstandings at the beginning of a semester when many departments are busy.

Establishing Clear Expectations & Plans

The forms in this manual are designed to facilitate conversations on professional and competency development expectations. No one should assume anything at the beginning of the semester. Including more detail can be helpful to ensure clarity. Students and Site Supervisors should refer to them throughout the semester to ensure everyone is fulfilling the expectations and plan.

Students should not ever find themselves bored or without something to do at their sites. Thus, it is important to develop a list of experiences or tasks when site supervisors are very busy and not able to arrange things for you or have you shadow them. Items on the list should intentionally connect back to the pre-identified or related competencies. It is in these instances that having a pre-arranged and agreed upon plan can be of benefit to avoid being asked to engage in activities that are not of beneficial as a field experience student.

Approaching Field Experiences with the Right Mindset

Students' experiences in practicum and internship will vary because of external factors (e.g., functional area, student population, site supervisor, institution, etc.) and internal factors (e.g., student personality, confidence, experience, outlook, etc.). Students should bring curiosity, humility, and confidence to field experiences and any professional development opportunity.

Curiosity about the staff, policies, programs, student population served, and resources will pay off and create an appreciation for the greater system and how it works. Students can learn a lot by talking with and listening to faculty, staff, students, and other stakeholders. Students should exhibit a balance of humility and confidence. Knowing one's strengths is important but being open to feedback is equally important. If students portray already knowing everything there is to know about higher education and student affairs, it may set a tone of being unwilling to learn and listen to new ideas and approaches. Finally, being able to share is critical to helping supervisors understand what is going on and how they can be helpful.

Students learn the most by having ongoing developmental conversations with supervisors centered around receiving positive and negative feedback. Faculty and Site Supervisors expect you to make mistakes; if you were perfect, you would not need to be in this program. All practitioners make mistakes, even experienced ones. Rather than get too caught up on a mistake, focus on identifying an alternative solution for the future as well as building on the strengths you possess as you continue throughout the program. Remember, faculty permit students to enroll in practicum or internship when they believe students possess the basic skills to successfully complete those experiences.

Familiarizing Yourself with Your Site

The field experience student should become familiar with the department and institution. By the end of the field experience, the student should be able to answer the following questions. Completing these activities will not only help the student be self-directed in the site but will also help during down time in the office.

1. State the philosophy underlying the office's work or programs or simply state the rationale for the existence of the office and its programs.
2. State the major aims or goals of the office's programs.
3. If you are working with a specific program within the office, how does the program with which you are working relate to/support the larger goals of the office?
4. What are the student learning outcomes for the office and/or program you are working with?
5. What are the primary functions of the office?
6. If possible, arrange a time to meet with and interview each staff member in the office. Describe the formal training and experience of the staff members of the office.
7. How is the office organized and administered? How are decisions made, who makes them and who is involved, who makes the final decisions?

8. How does the office evaluate its performance and how often does it involve itself in this type of activity in a systematic manner? What is the office's assessment plan? To what degree are the programs assessed? What types of assessment do they do? What approaches and techniques do they use?
9. Describe the method and nature of communication within the program of office. Describe the method and nature of communication with students, faculty, administrators, and other student personnel services.
10. Describe staff morale, interaction, working relationships, including relations with administrative support staff and other non-professional staff (part-time help, work-study personnel, etc.).
11. How much and in what manner are students involved in policy making and/or provision of service?
12. How is the office presently funded, by whom, on what level, etc.?
13. Describe how the goals/objectives and learning outcomes of the office contribute to the goals/objectives of the institution.

Requirements for Field Experiences

For all field experience sites, students need to establish clear goals and learning outcomes. All field experiences are expected to provide:

- ☐ Written outcomes and expectations for the field experience (learning outcomes, performance expectations, job description, learning contract etc.) to be established no later than the end of the first week of supervision.
- ☐ Weekly supervision/feedback meeting.
- ☐ Space to work and access to computer with email, Internet, Microsoft capabilities.
- ☐ Mid-semester feedback and individual student meeting to review performance, progress in accomplishing learning outcomes, and whether the student is on track to meet the field experience hour requirement. This meeting should provide an opportunity to "check in" and determine if any adjustments need to be made to the learning contract, professional conduct, hours, etc. The site supervisor and student should agree on strategies to implement if adjustments need to be made. The site supervisor may contact the University Faculty Supervisor if there are any concerns.
- ☐ Final written feedback and individual student meeting to review performance and progress in accomplishing learning outcomes. This meeting should focus on how the student and field experience site did or did not achieve/meet the goals of the learning contract.
- ☐ Flexibility for all students to attend all academic and departmental program requirements.

- ☐ A direct supervisor with a minimum of a master's degree in Student Affairs or related academic area **and** a minimum of two years full-time higher education experience.
- ☐ Full-time staff studying part-time in the Clemson University Student Affairs program are not allowed to serve as field experience supervisors.

Documentation Required for Practicum (EDSA 8340) and Internship (EDSA 8440)

All students enrolled in Practicum and Internship are required to submit, at the completion of each course, the following documents from **EACH** field experience (EDSA 8340 & EDSA 8440):

- Site Supervisor Contact Sheet
- Field Experience Contract
- Learning Contract
- Professional Growth Paper (EDSA 8340 & 8440-1); Synthesis Paper (EDSA 8440-2)
- Mid-Term Evaluation of Student by Site Supervisor
- Final Evaluation of Student by Site Supervisor
- Final Evaluation of Site by Student
- Documentation of Professional Liability Insurance

All forms must include all required signatures and dates.

Thank you for your careful attention to these requirements.

Grading Rubrics

Grading Rubric for Student Affairs Practicum Field Experiences

EDSA 8340 (Student Affairs Practicum)

Pass	Fail
Completion of course requirements outlined in course syllabus.	Inability to complete the minimum requirements as outlined in course syllabus
Completion of a minimum of 75 clock hours . Site Supervisor may require the practicum student to complete a log of hours and tasks.	Inability to complete a minimum of 75 clock hours . Failure to demonstrate complete if Site Supervisor required a log of hours and tasks.
Attendance of all mandatory class sessions and individual meetings with the university faculty or supervisee of university faculty.	Inability to attend all mandatory class sessions and individual meetings with the university faculty or supervisee of university faculty without prior discussion and permission of the instructor.
Completion and submission of all relevant documentation required of student and site personnel.	Inability to complete and submit of all relevant documentation required of student and site personnel.
Demonstration of exemplary ethical and professional behaviors.	Evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following: <ul style="list-style-type: none"> ▪ violation of professional standards of ethical codes; ▪ inability or unwillingness to acquire the agreed upon competencies; ▪ behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness or poor compliance with supervisory requirements; ▪ interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and inability to exercise sound judgment, poor interpersonal skills, and pervasive interpersonal problems.

Grading Rubric for Student Affairs Internship Field Experiences

EDSA 8440 (Student Affairs Internship)

Pass	Fail
Completion of course requirements outlined in course syllabus.	Inability to complete the minimum requirements as outlined in course syllabus
Completion of a minimum of 125 clock hours . Site Supervisor may require the practicum student to complete a log of hours and tasks.	Inability to complete a minimum of 125 clock hours . Failure to demonstrate complete if Site Supervisor required a log of hours and tasks.
Attendance of all mandatory class sessions and individual meetings with the university faculty or supervisee of university faculty.	Inability to attend all mandatory class sessions and individual meetings with the university faculty or supervisee of university faculty without prior discussion and permission of the instructor.
Completion and submission of all relevant documentation required of student and site personnel.	Inability to complete and submit of all relevant documentation required of student and site personnel.
Demonstration of exemplary ethical and professional behaviors.	Evidence of unethical, unprofessional, or impaired behaviors including but not limited to the following: <ul style="list-style-type: none"> ▪ violation of professional standards of ethical codes; ▪ inability or unwillingness to acquire the agreed upon competencies; ▪ behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness or poor compliance with supervisory requirements; ▪ interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and inability to exercise sound judgment, poor interpersonal skills, and pervasive interpersonal problems.

Clemson University
Student Affairs
Application for Practicum and Internship*

Student Name _____ Date _____

CU Student ID Number _____ CU e-mail _____

Address _____ Phone _____

City & Zip _____ Advisor _____

Applying for course (please circle)

EDSA 8340

Practicum

(Prereq: 8030 or 8040)

EDSA 8440 I

Internship

(Prereq: 8340)

EDSA 8440 II

Internship

(Prereq: 8340 & 8440 I)

Circle semester applying for: **FALL** **SPRING** **SUMMER** and **Year:** _____

Student Affairs					
Course	Semester	Course	Semester	Course	Semester
EDSA 8030	_____	EDSA 8040	_____	EDSA 8100	_____

If you have confirmed your site, please provide the following information:

Supervisor: _____ Institution: _____

Department: _____

If you are still considering sites, please provide information on those sites:

Institution & Department: _____

Institution & Department: _____

Institution & Department: _____

Note supervisors must have a minimum of 2 years of professional higher education experience.

Faculty Advisor Signature (Required): _____

*** Google Form is due to: Rachel Wagner, Program Coordinator**

March 1st for Fall; November 1st for Spring/Summer

(Revised May 2025)

Site Supervisor Information Sheet

Student Name _____

Agreed upon semester for Field Experience **FALL** **SPRING** **SUMMER** & Year: _____

Supervisor _____

Title _____

Institution _____

Official Name of Department (do not abbreviate) _____

Dept Address _____

Phone Number _____

E-mail _____

Student Affairs/Higher Education (or related field) Master's/Doctorate Degree _____

Years of Pertinent Experience* _____

** Note a minimum of 2 years of professional higher education experience is required.*

Briefly outline Site Supervisor's professional experience related to Student Affairs/Higher Ed

Clemson University Student Affairs Field Experience Contract

The faculty of Clemson University's Counselor Education-Student Affairs Program has designed the following contract and guidelines for students, site supervisors, and university supervisors who will be participating in field experiences. We view site supervisors as partners in our effort to train skilled student affairs practitioners. By signing this contract, all parties are agreeing to the guidelines outlined below and verifying their knowledge of their own as well as the students' expectations. Questions regarding these guidelines may be addressed to the practicum or internship student's University Supervisor (the individual serving as the course instructor or the Student Affairs Field Experience Coordinator, Dr. Rachel Wagner, rwagne3@clemson.edu)

Each individual (site supervisor [SS], practicum or internship student [PI], or University Faculty Supervisor [UFS]) must initial to the left of each item in the appropriate section, then sign and date the final page. Site Supervisors and University Faculty Supervisors also must initial beside each student requirement.

Responsibilities of the Site Supervisor

SS Initials	PI Initials	UFS Initials	Expectation
			Make available to the practicum/internship student department and institution development opportunities to enhance ACPA/NASPA competencies;
			Provide opportunities for professional experiences - students are NOT to be used as administrative assistants;
			Observe the student's work regularly and to the extent that you will be able to provide concrete feedback and respond to all items on the evaluation form;
			Provide appropriate physical facilities for the practicum/internship student including adequate work space, access to telephone and computer as relevant, and necessary supplies and equipment;
			Orient the practicum/internship student to the mission, goals, and objectives of the institution as well as the department/program's, relevant policies and procedures, and the faculty, staff, and students with whom they will interact;
			Establish and maintain a regular meeting schedule with the practicum/internship student to provide feedback, opportunities for development, and direction/clarity on identified projects – the meeting schedule will include a defined mid-term and final evaluation meeting where the evaluation forms guide those meetings;
			Model professionalism and integrity that aligns with institution/department expectations, policies, and standards;

(Revised May 2025)

			Inform the University Supervisor of the practicum/internship student's performance through the completion of a mid-term and a final written evaluation as well as by telephone or email contact over the course of the practicum/internship. After talking with the student, notify the University Supervisor immediately if there are issues with the student's performance related to professionalism, ethical behavior, or other site-specific or course expectations.
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Responsibilities of the Practicum/Internship Student

SS Initials	PI Initials	UFS Initials	Expectation
			Maintain liability insurance through practicum/internship experiences;
			Abide by the ethical standards established by the appropriate association and institutions;
			Maintain appropriate professional behavior including wearing appropriate attire, being punctual, and adhering to site expectations especially as they relate to the use of technology like phones, social media, etc. Site Supervisors are to immediately address issues of professionalism with practicum/internship students and inform the University Supervisor if necessary;
			Attend all orientation/training programs required by your site;
			Gain clarification from site supervisor if the institutional site has a different calendar than Clemson's calendar (for example, spring break) so as not to assume when you will or won't be present;
			Be present at your site weekly throughout the entire academic semester and adhere to the plan and schedule developed by you and your site supervisor (to be outlined below) regarding days and times you will be present and the activities in which you will engage;
			Establish and maintain a regular meeting schedule with the Site Supervisor to receive feedback, discuss opportunities for development, and gain direction/clarity on identified projects – the meeting schedule will include a defined mid-term and final evaluation meeting where the evaluation forms guide those meetings;
			If the Site Supervisor would like to require one, maintain an electronic log of activities and hours to monitor progress throughout the semester (should be agreed upon at the beginning of the semester unless challenges arise that warrant creating a log);
			For practicum complete a minimum of 75 on-site hours, engage in pre-determined one-on-one meetings with site supervisor, participate in the four required class meetings as outlined in the course syllabus, and

			<p>two individual meetings with University Faculty Supervisor as outlined in the course syllabus;</p> <p>For internship complete a minimum of 125 on-site hours, engage in pre-determined one-on-one meetings with site supervisor, participate in the four required class meetings as outlined in the course syllabus, and two individual meetings with University Faculty Supervisor as outlined in the course syllabus;</p>
			Complete all required assignments and documentation as outlined in the course syllabus;
			Ensure that the Site Supervisor is kept fully informed about your activities and especially about contact with students and other stakeholders;
			If you have concerns at your site you should talk first with your Site Supervisor. If problems still cannot be resolved, then inform your University Faculty Supervisor.

Responsibilities of the University Faculty Supervisor

SS Initials	PI Initials	UFS Initials	Expectation
			Contact each site supervisor via email or phone by the end of the first month of classes;
			Provide support, assistance, and consultation to Site Supervisors throughout the semester as needed;
			Respond in a timely manner to questions from practicum/internship students and Site Supervisors;
			<p>For practicum students, provide a minimum of four class meetings as outlined in the course syllabus, and two individual meetings with practicum student as outlined in the course syllabus *</p> <p>For internship students, provide a minimum of three class meetings as outlined in the course syllabus, and two individual meetings with internship student as outlined in the course syllabus *</p> <p>*University Faculty Supervisor may adjust meeting expectations based on the inclement weather, semester, or other extenuating circumstances</p>
			Address skill or behavior deficits concretely and in a timely manner, as necessary;
			Abide by the ethical standards established by the appropriate association and institutions;
			Submit a grade for each student.

Learning Contract

The Learning Contract is designed for all parties to understand what will be accomplished during the experience. Site Supervisors and students should collaboratively create this document at the beginning of the field experience. The contract should include a detailed narrative for each of the following six areas on an attached page. Once the contract is established, the student will submit the document to the University Supervisor with signatures.

1. **Outline the student's on-site schedule:** Indicate starting and ending dates, anticipated days of the week, and the hours spent at the site on those days. Address any institution holidays in this section that would affect the student's schedule to avoid confusion later in the semester. In addition, include the basic schedule for one-on-one meetings, particularly the mid-term evaluation meeting date and final evaluation meeting date.
2. **Additional expectations not outlined in the initial contract:** Outline any expectations that the Site Supervisor and student will agree to maintain throughout the field experience. By signing this contract, it covers these mutually established expectations.
3. **Learning objectives for this practicum/internship experience: Describe your intended learning and how you will achieve it, using the following format for each intended outcome area (you will have more than one):**
 1. Professional competency/outcome area – broad learning goal. Please refer to ACPA/NASPA competencies document.
 - a. Specific intended learning outcome
 - i. Activity to accomplish intended outcome
 - ii. Activity to accomplish intended outcome
 - iii. Evidence of accomplishment
 - b. Specific intended learning outcome
 - i. Activity to accomplish intended outcome
 - ii. Activity to accomplish intended outcome
 - iii. Evidence of accomplishment
4. **Responsibilities/Projects:** Outline the responsibilities or projects you will have for this practicum/internship experience. It is recommended to discuss reasonable expectations based on the 75 hours for practicum and 125 hours for internship. *Please review page 5 of this manual to fully understand the differences between practicum and internship experiences.*
5. **Assessing learning and development:** Outline ways the Site Supervisor will assess the learning and development of the student. This section may be integrated with #4 due to different responsibilities/projects requiring different assessment measures.
6. Other pertinent information the Site Supervisor and student deem important to include.

Signatures:

Student Signature	Date
-------------------	------

Site Supervisor Signature	Date
---------------------------	------

University Faculty Signature (Revised May 2025)	Date
----------------------------------------------------	------

**Student Affairs Field Experience
Practicum/Internship Mid-Term Student Evaluation
(completed by Site Supervisor)**

Student's Name: _____ Date: _____

Practicum/Internship Site: _____ Semester: _____

Site Supervisor's Name: _____

Circle Course: EDSA 8340 - Practicum EDSA 8440 – Internship

I have met with my practicum/internship student to discuss the mid-term evaluation: Yes No

Describe how the student is adhering to the agreed upon

☐ **schedule, meetings, projects, etc.**

☐ **expectations of professionalism, attitude, etc.**

Provide an example of positive feedback provided to the student.

Provide an example of constructive feedback provided to the student.

If there is anything the Site/Supervisor and/or student needs to do differently at this point in the field experience, describe strategies that will be implemented to have a successful completion of the field experience.

Signatures:

Student Signature

Date

Site Supervisor Signature

Date

University Faculty Signature

Date

**Student Affairs Field Experience
Practicum/Internship Final Student Evaluation
(completed by Site Supervisor)**

Student's Name: _____ Date: _____

Practicum/Internship Site: _____ Semester: _____

Site Supervisor's Name: _____

Circle Course: EDSA 8340 - Practicum

EDSA 8440 – Internship

I have met with my practicum/internship student to discuss the final evaluation: Yes No

	1-Unsatisfactory	2-Satisfactory	3-Exemplary	Score
Self-Awareness	Demonstrates a foundational understanding one's strengths, limitations, emotions, and biases in a variety of situations and articulates how one's interests, skills, and values align with educational and professional goals.	Demonstrates an intermediate level of understanding one's strengths, limitations, emotions, and biases in a variety of situations and articulates how one's interests, skills, and values align with educational and professional goals.	Demonstrates an advanced level of understanding one's strengths, limitations, emotions, and biases in a variety of situations and articulates how one's interests, skills, and values align with educational and professional goals.	
Autonomy	Shows no autonomy, initiative, and proactive performance in work.	Shows adequate degree of autonomy, initiative, and proactive performance in work.	Shows a high degree of autonomy, initiative, and proactive performance in work.	
Timeliness	Fails to use time wisely. Rarely gets things done in timely manner. Others' work and deadlines are impacted by student's procrastination.	Uses time wisely and uses times well but may procrastinate on one item. Others' work and deadlines are usually not impacted by student's procrastination.	Is self-directed. Routinely uses time well to ensure things get done. Others work and deadlines are never impacted by student's procrastination.	
Adaptability	Rarely takes the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience.	Occasionally takes the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience.	Consistently takes the initiative to further enhance one's skill set and being creative with ways of thinking or approaches that allow for action, reflection, failure, and resilience.	

Integrity & Ethics	Rarely makes choices and consistently acts in a manner that displays integrity (<i>following internal principles, morals, and values</i>) and ethics (<i>following external laws, policies, rules, and norms</i>).	Occasionally makes choices and consistently acts in a manner that displays integrity (<i>following internal principles, morals, and values</i>) and ethics (<i>following external laws, policies, rules, and norms</i>).	Consistently makes choices and consistently acts in a manner that displays integrity (<i>following internal principles, morals, and values</i>) and ethics (<i>following external laws, policies, rules, and norms</i>).	
Understanding Others	Doesn't take into consideration different group's needs, wants, perspectives, and expectations.	Often takes into consideration different group's needs, wants, perspectives, and expectations.	Consistently takes into consideration different group's needs, wants, perspectives, and expectations.	
Collaboration <i>with supervisor</i>	Reluctant to build professional relationship and refuses to work collaboratively.	Builds professional relationship with encouragement and works collaboratively when asked.	Builds professional relationship and works collaboratively without being asked.	
Collaboration <i>with other staff/students</i>	Reluctant to build professional relationships and refuses to work collaboratively.	Selectively builds professional relationships and works collaboratively when asked.	Consistently builds professional relationships and works collaboratively without being asked.	
Inclusive Environment	Tries using appropriate language and showing respect when working with diverse groups.	Usually uses appropriate language and respects the opinions of diverse groups.	Consistently uses appropriate language and respects the opinions of diverse groups.	
Leadership	Rarely recognizes, respects, develops, and capitalizes on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision.	Occasionally recognizes, respects, develops, and capitalizes on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision.	Consistently recognizes, respects, develops, and capitalizes on the unique strengths of individuals from all backgrounds and being an active member in a group that achieves a shared vision.	
Feedback	Reacts negatively or defensively to feedback with no intention to incorporate the feedback.	Occasionally receives feedback positively and occasionally incorporates the feedback.	Consistently receives feedback positively and incorporates that feedback.	
Technology	Is reluctant to learn and use current and emerging software and tools to solve challenges.	Sometimes seeks opportunities to learn and use current and emerging software and tools to solve challenges.	Always seeks to learn and use current and emerging software and tools to solve challenges.	

Analytical Skills	Rarely seizes the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information.	Occasionally seizes the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information.	Consistently seizes the opportunity for organizational improvement that prompts critical thinking and problem solving by obtaining, processing, and synthesizing information.	
Overall Attitude	Often is publicly critical of the project or the work of others. Rarely has a positive attitude about others and tasks.	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about others and tasks.	Never is publicly critical of the project or the work of others. Always has a positive attitude about others and tasks.	
Overall Understanding of Student Affairs & Higher Education	Demonstrates a foundational level of awareness and understanding the holistic nature of higher education and the student affairs practitioner's role in facilitating this environment	Demonstrates an intermediate level of awareness and understanding the holistic nature of higher education and the student affairs practitioner's role in facilitating this environment	Has an advanced level of awareness and understanding the holistic nature of higher education and the student affairs practitioner's role in facilitating this environment	

Did the student complete the requisite number of field experience hours (75 for Practicum; 125 for Internship) at the site?	Yes	No
If the student did not fulfill the requisite number of hours, please briefly indicate why and if there was a corrective plan established earlier in the semester.		
Did the student fulfill all of the mutually agreed upon tasks, roles, and responsibilities denoted in the contracts?	Yes	No
If the student did not fulfill tasks, roles, and responsibilities, please briefly indicate why.		

If you were speaking with a potential employer about this student, how would you describe the student's (a) strengths and (b) areas for improvement?

Strengths –

Areas for Improvement –

Please provide any additional comments here.

Signatures:

Student Signature

Date

Site Supervisor Signature

Date

University Faculty Signature

Date

Student Evaluation of Site and Site Supervisor

Student Name:

Site:

Site Supervisor:

Course: **EDSA 8340** **EDSA 8440**

Semester and Year: Fall_____ Spring_____ Summer_____

1. Would you recommend this SITE? **YES** **NO**

If you selected yes, please explain why you selected yes. Share any suggestions, affirmations, or best practices from this site.

2. Would you recommend this site SUPERVISOR? **YES** **NO**

If you answered “no” to either of the above questions, please explain why you would not recommend this site or site supervisor.

Ethical Standards and Guidelines and Competencies Websites

Organizations	Website Addresses
American College Personal Association (ACPA)	http://www.myacpa.org/
National Association of Student Personnel Administrators (NASPA)	http://www.naspa.org/
ACPA/NASPA Competencies	http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf