Master of Education in Educational Leadership
College Student Affairs
Student Program Handbook
2015-2016

Bloomsburg University of Pennsylvania
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I. Welcome

Like many graduate students in college student affairs, I (Mark) found student affairs by accident; in fact, it might be more accurate to say that student affairs found me. I can vividly recall when a summer appointment as a resident advisor (RA) was extended an additional two semesters. Although I didn’t know it at the time, it was that experience as an RA – indeed that very decision to stay on past the summer – that started my student affairs career. The experience was transformative, but all too brief. After graduating, I did what many students did then and still do now: I moved home. Though I thoroughly enjoyed my time as an RA, I assumed that continued work in that field was essentially out of my grasp. A random phone call in August of 1995 changed that. My previous supervisor, known then as a residence director, had suddenly left. And with only a few days left to open for fall my soon-to-be director was calling me out of the proverbial bullpen. The director asked if I was interested in a residence director role for the upcoming year. Somehow working with students, helping them succeed in college, was infinitely more attractive than my current line of work as a copy center attendant. The rest, as they say, is history.

I (Denise) was involved in a variety—okay, numerous—activities as an undergraduate. During my junior year, the director of financial aid spoke with me about pursuing a student affairs career. My reaction was, I have learned, fairly typical: “A career? I can do this and get paid for it? Sign me up.” I took time to work for two years in alumni affairs—I have never strayed far from higher education—while I reviewed options for graduate work, but knew that I wanted to work in student affairs. I can’t say that it’s always been an easy experience. Student affairs work is not always fun, but it is certainly rewarding to accompany students on their journeys as they learn and develop.

When I (Mindy) started my collegiate journey, I knew I wanted to be a resident advisor (RA). My older brother had been one and I witnessed his positive experience. As soon as I could, I applied for a position and served as an RA for three years. During this time, the Residence Life secretary retired and I became the office manager. I learned so much working alongside the professional staff and that is when I truly fell in love with Student Affairs. After graduation, I secured a Resident Director position and pursued my Ed.M. degree. I have been fortunate to experience many different facets of the student affairs profession, but the most rewarding part is meeting students where they are and helping them as they mature and discover their potential and passions.

We each have a story, and we encourage you to reflect on your own during your time here. For many, student affairs – either as an academic program or as a profession – was not part of that story until recently. There’s no undergraduate major in student affairs; there’s little understanding that the profession even exists. Mark grew up wanting to be a police officer or a firefighter, Denise envisioned being a kindergarten teacher, neither imagined becoming student affairs professionals.

But each of you has found your way here. Though your individual paths might vary greatly, we hope to be good stewards of your experience while you are all together in the graduate program. We are excited to have you here and hope that you fully engage in both your academic and campus experiences. We hope that you find your graduate studies to be invigorating, intellectually challenging, and professionally relevant.

Best wishes,

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II. Introduction

i. Program Description

The College Student Affairs specialization in the Master of Education in Educational Leadership degree offers a unique blend of coursework that prepares students for careers as student affairs educators. This program was crafted to meet the standards of the Council for the Advancement of Standards in Higher Education. Students can earn the 45-credit degree in four academic terms as a full-time student (9 to 12 credit hours) and may begin the graduate program in the fall, spring, or summer terms. Upon program completion College Student Affairs students will have completed most of the coursework and a portion of the clinical hours required to take the National Counselor Exam (NCE).

ii. Program History

The College Student Affairs program has its origins in the Master of Education in Counseling degree. The Counseling degree initially included tracks in school counseling and college student affairs and was initiated in 2005 by James Matta, then Dean of Graduate Studies, and a team of university professionals. Enrollment in the college student affairs track began with 6 students, growing to 40 by Fall 2015. Initially, the university designed the Counseling degree with an eye towards achieving accreditation from the Council for Accreditation of Counseling and Related Educational Programs. The program was modified in the Spring of 2013 to focus more specifically on college student affairs, resulting in a 45 credit program that includes several counseling related courses. In spring of 2015, the CSA program was moved under the Educational Leadership umbrella with School Counseling certification, PK-12 Principal certificate, and PK-12 Supervisory Certification in Curriculum and Instruction.

iii. College Student Affairs Program Mission Statement

Resting on a foundation of scholarship and best practices, the college student affairs program prepares leaders for the student affairs profession within higher education. We emphasize the centrality of the helping relationship as a means to create and nurture engaging learning environments that promote holistic college student development. Our program is characterized by the application of theory to practice in coursework, graduate assistantships, and a capstone field experience.
iv.  **College Student Affairs Program Values**

As an educational community dedicated to promoting learning and development in college students, we enact our values through our actions. Members of the College Student Affairs community:

- empower students to engage in practical experiences that challenge their previous modes of thinking while demonstrating the successful application of their knowledge
- respect the history and foundations of the college student affairs profession as well as emerging trends and frameworks
- honor and include all voices from all walks of life and experience
- nurture collaboration among students, faculty, and internal and external university partners
- cultivate a learning community where students feel safe expressing thoughts and ideas
- promote professional and ethical practice
- reflect on our academic endeavors, our practical experiences, and our progress toward professional competence
- encourage an active stance on professional involvement as a means to professional development
- value lifelong learning and the use of scholarship to inform our practice and regard practice as a means to inform our scholarship

v.  **Harassment and Discrimination Policy**

The College Student Affairs program—through its students and faculty and by extension through its graduate assistantship and field experience sites—endorses the University Harassment and Discrimination policy. Excerpts of the policy are noted here. The complete policy can be found at [http://www.bloomu.edu/policies_procedures/6814](http://www.bloomu.edu/policies_procedures/6814).

“Central to the mission of Bloomsburg University of Pennsylvania is the establishment and maintenance of an environment in which the dignity and worth of all individuals within the institutional community are respected. Therefore, it is the responsibility of each person on campus to respect the personal dignity of others and to demonstrate a basic spirit that precludes unlawful harassment and discrimination. While the university is committed to freedom of thought, discourse, and speech and the attainment of the highest quality of educational and academic pursuits, the university is compelled to establish this policy on behaviors that would interfere with these freedoms.

“Unlawful harassment or discrimination in any context is unacceptable but of particular concern to an academic community in which students, faculty and staff must rely on bonds of intellectual trust and dependence. Therefore, unlawful harassment or discrimination will not be tolerated. Those inflicting such behavior on others are subject to the full range of institutional disciplinary actions, up to and including separation from the university, but also any legal action that may accompany such acts.”
vi. “Professional Competencies for Student Affairs Practitioners”

In 2012, the two primary professional associations for student affairs, ACPA: College Student Educators-International and NASPA: Student Affairs Administrators in Higher Education, endorsed a joint document that describes competencies for the professional practice of student affairs. The purpose of the *Professional Competencies for Student Affairs Practitioners* document is to assist student affairs professionals in regulating their own behavior, to provide guidance for professional development and advancement, and to address issues particularly relevant to college student affairs practice. The CSA program has adopted the *Professional Competencies* as a framework for its curriculum.

III. CSA Curriculum and Course Sequencing

i. The Curriculum

The College Student Affairs program in the M.Ed. in Educational Leadership degree offers a unique blend of coursework that prepares students for careers as student affairs educators. Courses may be available face-to-face, on-line, or as hybrid classes to enable students to engage in summer experiences outside of the local area.

Students can earn the 45-credit degree in four or five academic terms as a full-time student (9 to 12 credit hours per term) and may begin the graduate program in the fall, spring, or summer terms.

As a key element of the program, students complete 12 credits (two semesters of 6 credits) of supervised Field Experience.

**Total Credits Required** = 45 (9 Core credits + 6 Research Core credits + 30 CSA credits) elective credits)

**Core Coursework** – 9 credit hours
- EDL 500 - Introduction to Educational Leadership- 3 credits
- EDL 501 - Organizational Behavior and Program Development- 3 credits
- EDL 524 - Ethical, Legal & Leadership Issues in CSA 3 credits

**Research Core**– 6 credit hours
- EDL 590 - Educational Research and Writing- 3 credits
- EDL 523 - Assessment and The College Student Experience- 3 credits

**College Student Affairs track** – 30 credit hours
- EDL 520- Professional Helping in CSA- 3 credits
- EDL 521- Student Development Theory- 3 credits
- EDL 522- Foundations and Functions of CSA- 3 credits
- COUNSEL 510 - Group Counseling and Leadership Skills- 3 credits
- COUNSEL 525 - Multicultural Counseling- 3 credits
EDL 599 - Field Experience in CSA - 12 credits (6 credit course completed twice)
Elective approved by Program Coordinator – 3 credits

ii. Program Planning

a. Academic Advising
   Students are assigned a full-time permanent faculty member as their academic advisor. You are encouraged to seek guidance from your advisor at key points in your program, typically during the first semester and as you develop ideas for your field experience. Although each advisor will have their own approach, you can anticipate that s/he will expect you to take initiative with the advising relationship.

b. Course Scheduling
   The CSA program can be completed in four terms, assuming careful planning on the student’s part and full-time attendance. Students may begin the graduate program in the fall, spring, or summer term and usually involves enrollment in 9 to 12 credits per term. However, students may elect to complete the program part-time. Students complete the majority of their traditional coursework prior to beginning the field experience, which serves as the capstone to the graduate program.

IV. Graduate Assistantships

Bloomsburg University students pursuing a master’s degree are eligible to apply for open graduate assistantships. A graduate assistant (GA) is a person who serves in a support role (assistantship) at Bloomsburg University. The student typically works in a university department (e.g. residence life, TRiO student support services, academic advisement, admissions, Dean of Students Office). Assistantships provide experience in and exposure to a specific area of competency, aiding the graduate student in his or her preparation for a career. Rather than receive hourly wages, GAs are remunerated with a partial tuition waiver and a stipend that is paid over the course of the semester.

- Students are granted assistantships for one semester at a time with the possibility of renewal.
- Graduate students who have an assistantship in one academic program are not eligible for an assistantship in a second program.
- Assistantships are either “half-time,” which require 20 hours of work each week, or “quarter-time,” which require 10 hours of work each week. Both types of assistantships carry a partial tuition waiver and stipend.
- Students with quarter-time assistantships must carry at least 9 graduate level credit hours. Students with half-time assistantships must be enrolled in at least 6 and no more than 9 graduate level credits.
• Applications for assistantships should be submitted to the administrative department or graduate program to which you are applying. You should also make your intentions clear to the CSA program coordinator so that he can assist you. The earlier you apply, the better your chances of earning and securing a graduate assistantship as they are largely offered on a first-come, first-served basis.

• Graduate Assistantship applications are available by clicking here or from the Graduate Studies Office.

Additional Information concerning graduate assistantships, including detailed current stipend information can be found here.

V. The Field Experience

A field experience is a required element of the CSA program and an important mechanism for the application of theory-to-practice. Sometimes called a practicum or internship, this is the capstone experience for the CSA program, and is designed to be an educational and developmental experience. The objective is to help the student gain knowledge and skills in a student affairs area and within a postsecondary institution while putting “theory to practice” and exemplifying the scholar-practitioner philosophy. This is a unique opportunity for the student who has the benefit of guidance from a faculty member and a site supervisor who both have the student’s educational interests in mind.

It is essential that student responsibilities are at a professional level so that they develop skills, knowledge, and abilities that prepare them for a post-graduate professional position. We certainly understand that all CSA professionals spend some time filing, answering the phone, and making copies, and so forth but these tasks should represent a fraction of the student’s responsibilities in your office. During the field experience students are to be thought of and treated as entry-level professional practitioners.

i. The Academic Component

While engaged in your field experience, you will be enrolled in EDL 599, Field Experience in College Student Affairs. Fundamental to the field experience is the ability to apply prior coursework, readings, and experiences while reflecting on and learning from the applied on-site field hours. The instructor for assesses student experience, knowledge, and professionalism through the student’s completion of assignments and participation in class sessions.

ii. Prerequisites for the Field Experience

a. The Field Experience Meeting

The faculty conducts a field experience meeting each semester to review the requirements of the field experience and to aid students in understanding their responsibilities and how to secure an educational and useful field experience. Students are strongly encouraged to attend the meeting appropriate to the timing of
their field experience so that they can properly prepare for this important element of the CSA program.

b. Professional Liability Insurance
In order to ensure that students are properly protected, they are required to demonstrate evidence of appropriate liability protection while acting in the capacity of an intern. This means providing your instructor with (1) written assurance from your field site that the institution provides you with protection or (2) evidence that you have purchased professional liability insurance. We recommend you first initiate a conversation with your site supervisor to determine if you are covered by the hosting college or university's insurance. As an alternative, reasonably priced insurance is available to graduate student members of NASPA and ACPA from the Forrest T. Jones Company. Join either association first and then go to this website to obtain insurance: http://www.ftj.com/

Please note: If you choose Forrest T. Jones, it is important to obtain insurance the month before you plan to begin accruing hours—the insurance effective date automatically defaults to the 1st of the next month. For instance, if you purchase insurance August 1st, it is not effective until September 1st which means you cannot accrue hours in August.

c. Field Experience Agreement/Acceptance of Terms
Before beginning your field experience, you must submit a completed copy of this form (including the site supervisor's signature) to your instructor for EDL 599. No hours may be accrued until this form has been properly submitted. (You are advised to maintain a copy of this form for your records.) See Appendix B for a copy of this form.

iii. Communication: Student, Site Supervisor, Instructor

a. The Site Visit
As field experience is both experiential and interactive, it is important that students attend their scheduled hours at their field site. It is understood, course, that events may occur that prevent the student from being present at the field site. If this happens, it is imperative that the student contact the site supervisor in accordance with field site expectations. Students must make up field hours as necessary to reach the 250 hour minimum commitment. In the event of serious illness or other major issue, the student may request an incomplete for EDL 599: Field Experience in College Student Affairs in accordance with the course syllabus and Bloomsburg University policy.

b. Verification of Hours
The field experience requires 250 hours across the semester or summer term. Students report their hours to the instructor at the midpoint of the
c. Evaluation of the Student

The faculty believes it is important that students gain direct feedback from their site supervisor about areas for improvement and strengths. At this early point in the professional career, a frank discussion of these areas has the potential for substantial impact on the student. As an extension of the educational process, we believe this feedback should be communicated in writing and in-person from the site supervisor to the student. We therefore request that the site supervisor invest time in both a written document—providing ample documentation of the student’s competencies—and in an in-person discussion about these same areas. A specific form (See Appendix D)—based on the Professional Competencies for Student Affairs Practitioners—will be provided to the student who will share it with the site supervisor. We recognize that this important element of the supervisory relationship can be difficult or uncomfortable and encourage site supervisors to consult with the course instructor at any point in the feedback process.

d. Problems at the Field Site

Unfortunately, on occasion problems arise in some field site-student-site supervisor combinations. It might be that the student-site pairing is simply not a good match. It is also possible that the site supervisor is unable to fulfill the original commitment to the student. The reverse may also occur, wherein the student cannot meet site expectations and/or fails to adhere to policies of the hosting institution. In either case, policies of the hosting institution and/or Bloomsburg University academic policies may have bearing on the circumstances.

Although each situation is unique, site supervisors should follow their institutional policies and procedures; we hope that this involves conflict resolution or an investigation as appropriate. We encourage site supervisors to keep the course instructor informed as the situation unfolds.

Ideally, as problems arise, the student will discuss them with both the site supervisor and the course instructor. As a general "best practice," we advise students to maintain detailed documentation of their concerns. Students may voluntarily seek a change in their field experience site; consultation with your
instructor is essential to understand how this might impact the fulfillment of academic requirements.

As emerging professionals, interns are expected to act in a professional and competent manner, adhere to Bloomsburg University policies and standards, and follow the policies of the hosting institution. Reports of an intern’s failure to fulfill these obligations will be taken seriously and carefully evaluated by the instructor.

iv. Student Responsibilities

a. Arranging the Field Experience

Students are responsible for securing the field experience including identifying a location, negotiating responsibilities, determining work hours, and establishing a relationship with a site supervisor. Many CSA students have placements at Bloomsburg University, although students are encouraged to seek placements at other postsecondary institutions. This may be particularly important for CSA students who have earned their undergraduate degree from Bloomsburg University so that they have experience with a variety of institutional types and are able to demonstrate their ability to transition to various settings. Field experiences have been completed at Bucknell University, Drexel University, East Stroudsburg University, Florida Gulf Coast University, James Madison University, Lycoming College, Marywood University, Muhlenberg University, Pennsylvania College of Technology, Pennsylvania State University-Hazelton, Pennsylvania State University-Schuylkill, Wilkes University others.

Your field experience arrangements are subject to faculty approval. Consult with your Instructor as you develop your experience. Program faculty can assist in the thinking process and also recommend individuals to contact, but ultimate responsibility rests with the student.

Once fully approved by the instructor, the student must submit a completed Agreement/Acceptance of Terms form (See Appendix B).

b. Graduate Assistantships

Students in the CSA track who also hold a graduate assistantship in an appropriate college student affairs setting may be able to apply their assistantship hours towards their field experience requirement. Final determination concerning overlap between a graduate assistantship and EDL 599 is contingent upon approval from the course instructor. Generally, the faculty member is interested in a description of how the student plans to insure s/he is exceeding GA expectations and seeking new responsibilities that better prepare the student for a student affairs career. Simply completing their regular assistantship is not a sufficient learning experience. The site supervisor can assist the student in appropriately crafting their responsibilities by suggesting elevated and additional duties and tasks.
The decision to use the GA towards the field experience requirement should be made carefully and deliberately to insure that students are properly prepared for their first job and that employers will view experiences as appropriate preparation for their expectations.

c. More Than One Site

Students are encouraged to obtain a broad set of experiences in student affairs and to pursue direct practical experience in more than one student affairs setting. Sometimes this means students use two sites to meet the academic expectations of the field experience courses. If you wish to use two sites, keep in mind that you will be expected to integrate both sites and experiences into your academic work. Thus, you will be required to address your experiences and learning in both sites in your assignments for EDL 599 (e.g., journals, reflective activities, class discussion), complete separate site visits, and insure that appropriate paperwork is submitted for both sites (i.e., Agreement/Acceptance of Terms, Log Hours Summary, Site Supervisor Evaluation). You cannot simply accrue hours in a second site; it must be fully integrated into the academic experience.

d. Permission to Begin Practicum Hours

Although students are often eager to begin field hours as quickly as possible, you may not accrue hours before the Bloomsburg University academic term begins without explicit permission of the Instructor. Students must also seek permission to accrue hours between semesters, even when continuing the at a field site.

To begin the field experience early, the student must seek permission from their instructor which may also include official enrollment in EDL 599, evidence of liability insurance, submission of a signed Practicum Agreement/Acceptance of Terms form, and instructor approval of the site. It is the student’s responsibility to insure that everything is in order before beginning hours and before counting hours.

e. Attendance Expectations

Over and Under the 250 Hour Requirement

On occasion, a student might not be able to meet the 250 hour requirement. In general and with the approval of the Instructor, the student may be permitted a deficit of 50 hours in the first field experience. These 50 hours must be accrued in the next term.

Some field sites—notably residence life—enable students to accumulate hours in excess of the 250 requirement. Students may carry as many as 50 hours into the subsequent field experience, subject to discussion with and approval by the Instructor. This helps insure that the student spends sufficient amount of time at the field site.
**Field Hours Carry-over Between Semesters**

Students are also expected to spread their time at the site across the duration of the semester. Although the idea of finishing your field experience in early April may be appealing, this decreases your exposure to the full range of events at the site. This may also have a negative impact on your relationship with the site supervisor as s/he may be relying on you and planning closure activities for you, department staff, and students.

f. Ethics and Confidentiality

Clear professional ethics are essential. Students are expected to seek out and read the professional ethical codes and standards that apply to the specialization in which their field work is situated. For example, the Association of College and University Housing Officers-International has endorsed a statement concerning ethical standards and principles that apply to all housing and residence life practitioners. In addition, interns are expected to seek out and read the codes of ethics and related policies contained in handbooks, catalogs, etc. for the institution that is hosting the field experience. Interns are expected to adhere to all related ethical standards and to initiate discussion with the site supervisor and faculty member when conflicts between standards and practice arise.

Confidentiality is essential to candid discussions. Matters discussed in class that stem from events in field sites will be held in confidence by all students and instructors and not discussed outside of class (except as appropriate specifically within the field site). It is vital that the site supervisor be aware that matters stemming from work in field sites will be discussed in class under the supervision of the instructor, and that these matters will be kept in confidence in accordance with current best practices.

All student affairs practice should be guided by accepted and recognized standards and codes.

*CSA professional associations have developed documents for this purpose:*

ACPA: [Statement of Ethical Principles and Standards](#)

CAS: [CAS Statement of Shared Ethical Principles](#)

NASPA: [Standards of Professional Practice](#) (Scroll down to locate the standards)

g. Suggestions for a Successful Field Experience

- **The field experience commitment is like a job**—Personnel at the field experience site will hope that you have good employee behavior even though they are not paying you.
• **Attendance** – Be there, on time, and do not cut corners with your time. Be sure you can be at your site when you are supposed to be there. Field Experience is not the place to try to cut a few minutes or miss a meeting or two.

• Don’t use “But I have too much work besides field experience” as an excuse. If you are too busy with other things to give this graduate program capstone experience the time you need, do not do it.

• **Policies and procedures** – Know the rules of the department, division, and institution – paperwork, process, file handling, supervision, etc. Follow the rules. In most cases they were created for good reasons. It is OK to ask your supervisor about the history of a policy or procedure and even to raise concerns about its effectiveness. It is probably less OK to let everyone know that if it was your department or division, you would change everything and that the current policies and procedures are bad.

• **Calendar** – Be aware of the institution’s academic calendar and whether it synchs with the Bloomsburg University calendar. Your commitment may require that you spend your Spring Break at your field site because their break occurs at a different time. Create your own personal calendar and be absolutely sure it is correct. Never miss an appointment because “I did not know.” Missing an appointment is unprofessional.

• **Supervision is invaluable** no matter what, so use it well. Attitude of interns is one of the most important attributes considered by supervisors. Having the attitude, “You have nothing to teach me” will surely lead to disaster. “I really want to get the benefit of your experiences” will most likely be very helpful to you and your supervisor.

• **Be prepared** – Understand how supervision will be conducted and then prepare for each session as if it was the most important one you will ever have. What written materials do you need to bring? Are there supervision forms to complete?, etc. What items are on your agenda for discussion? Being prepared and proactive communicates that you care about your work.

• **Structure your time** to be most effective.

• **Be reliable** – Your word is all you have. If you make a promise, keep it. If you cannot do something, do not promise to do it. Rather, negotiate with the person making the request and work out a suitable contract that’s agreeable to both of you. Emerging professionals have a tendency to say “yes” to all requests so that you feel that you are maximizing your field experience. However, ask any supervisor and they will tell you that one of the developmental tasks of new professionals is to learn when to say “no.”

• **Ask for what you need** – If you see a problem coming, do not wait. As an example, if you have a major program for your job or assistantship that you really want to attend but you have field experience hours at that time. Discuss this conflict with your site supervisor well in advance and see if the department can be flexible.
• **Dress appropriately** – Most site supervisors understand that your wardrobe may not be as sophisticated as the rest of the staff, but you should be aware of the lower limits of acceptability. Remember, the department is trying to project a particular image to the community it serves. Also be aware of any special dress codes – casual days, etc. It will help you feel like you are fitting in to come dressed in jeans the day everyone else does.

• **You are a visitor** – Ultimately, you will probably be a very short-term member of the department. Leave the department as good as or better than you found it by the work you do and the relationships you form with staff. This will provide you and the department with the best possible experience. It will also help your graduate program maintain good relationships with field experience sites.

• And just when you thought you could not care less about these people because your experience is over, remember that these are the people who will provide you with recommendations for your job search—now and in the future. Letters from professors in your department are all well and good, but if they have not actually supervised your practice, they really cannot speak directly to your skills. Letters of recommendation from direct supervisors of your work – and that includes field experience supervisors – carry more weight.

### v. Responsibilities of the Site Supervisor

#### a. Weekly Supervision

It is the philosophy of the Bloomsburg CSA program that this supervision be decidedly educational in nature. From this perspective, the intern is treated as an emerging professional whose purpose is to learn from the field experience available at the site. This includes regular, sustained face-to-face supervision; Interns should intentionally seek and supervisors should make continual efforts to provide a robust, professional level experience that exposes the intern to the types of experiences one encounters as a full-time, master’s level professional. Regular supervision, in the form of at least one hour of supervisory contact each week, from a professional who is experienced in student affairs/higher education and the particular institution in which the field experience is situated is an essential element of the field experience. Site supervisors are expected to meet individually with the intern for at least 30 minutes each week.

The CSA department of Bloomsburg University would like site supervisors to continuously evaluate and provide feedback to the intern to enhance his/her experience. This might consist of identifying current strengths and areas for improvement. This also includes helping the intern student develop specific strategies to aid his/her professional preparation, perhaps using the *Professional Competencies for Student Affairs Practitioners* as a framework. If you are not receiving this continual feedback, you must ask for it and discuss the gap with your
Instructor. The quality of your field experience depends greatly on your ability to reaching out and engage with your site supervisor.

b. Suggestions for Site Supervisors

Supervising a graduate student in the field experience provides site supervisors with an opportunity to reflect on their own practice, contribute to the professional development of a graduate student, and get some extra help for department initiatives. Site supervisors have shared advice on making this a successful experience as noted below.

This advice is included for site supervisors and graduate students so both groups will know what the CSA program expects of supervisors.

1. Provide a robust introduction and orientation to the department, division, institution, and profession (e.g., participation in institutional staff orientation, involvement in new student orientation, campus tour, departmental tour, access to relevant manuals and publications, introductions to key personnel at the institution, informational interviews with senior level director staff, senior student affairs officer, and—if possible—institution president)

2. With the student, establish a schedule—both weekly and across the semester—that will promote maximal involvement in and understanding of the scope of the department and the student’s area of responsibility

3. Become familiar with the Professional Competencies for Student Affairs Practitioners and use this as a means to assess the student’s skills, knowledge, and attitudes and develop a learning plan for the duration of the field experience.

4. Schedule a standing one-hour weekly appointment with the student for the entire semester. Notify the student in advance of rescheduling.

5. Take the student with you to appointments and meetings so he/she can observe issues unfold and observe administrative dynamics.

6. Outline your expectations clearly and early; discuss several times during the term.

7. Don’t assume that others know the graduate student and her/his role. Write an introductory memo to others in student affairs (or related functions) about who the student is and what he/she will be doing. In particular, let key personnel know that you will be asking the student to make an appointment to discuss items relating to the student’s responsibilities.

8. Especially if the graduate student completed his/her undergraduate degree at Bloomsburg, try to avoid assumptions about what the student knows about the university, division, and your department.

9. Orient the student to your department, division, and institution by sharing and discussing important documents (e.g., mission, goals, values, handbooks), providing tours (e.g., office, division, institution) and involving in events typically offered to new staff and/or students (new faculty/staff orientation, new student orientation).

10. Ask the student to join you for lunch when you can, particularly early in their experience; help her/him arrange informative lunch appointments with key personnel and students.
11. Ask the student for observations, feedback, or opinions about office decisions/issues to encourage critical thinking while gaining insight into the student’s skills.

12. Provide frequent performance feedback; don’t wait until the site visit or the end of the semester.

13. If you share supervision responsibilities with another professional, make it clear to whom the student is responsible for which parts of the experience.

14. Update the student about events that have occurred in the days she/he was not in the office. Highlight campus events that have student affairs implications -- the student might want to bring some of these to the attention of the seminar class.

15. Keep information regularly flowing to the student:
   - Establish an in-basket for the student.
   - Provide a copy of the student newspaper, department/divisional newsletter, etc.
   - Invite the student to special events (e.g., professional development programs, meetings with your supervisor) even if on a day other than the student’s regular time.
   - Add the student to the e-mail list and/or routing slip for office memos and information items.

16. At the mid-semester point, review the learning contract to see if any items need to be re-negotiated.

17. Treat the student as a new professional in the office. Teach her/him how to delegate and use other human resources effectively (e.g., how to work with support staff and undergraduate student workers).

18. Identify projects the student can manage independently over the course of the semester. Describe three to four options so you and the student can match learning needs/interests to project opportunities.
   - If projects require clerical help, make sure the appropriate office workers (e.g., secretary, assistants, student workers) know the intern will be assigning important tasks to them. Empower the intern to use the support staff as appropriate and in a professional fashion.

19. Contact the Instructor with any concerns about the student so the faculty team can help insure this is a useful and educational experience for the student.

20. Be sure the student has a desk/workspace; access to a telephone, computer, institutional e-mail; and a place to park. Add the student to your campus electronic mail routings.

vi. **The Role of the Faculty Member**

Each student intern is connected to a College Student Affairs program faculty member via their enrollment in EDL 599, Field Experience in College Student Affairs. The faculty member is responsible for offering instruction to the student as outlined in the curriculum and assigning a course grade. Part of that grade is determined from interaction with the site supervisor via the site visit, site supervisor’s evaluation of the student at the end of the
term, and other interactions with the site supervisor. The instructor can offer support to the site supervisor as requested, assist in mediating problematic situations, offer contextual information and otherwise promote a positive experience for the site supervisor (and related stakeholders) as well as for the student.

vii. Field Experience Forms

A number of documents are used by students, instructors, and site supervisors involved in the field experience.

a. Agreement/Acceptance of Field Experience Terms (Appendix B)

Before beginning your field experience, you must submit a completed copy of this form (including the site supervisor's signature) to your instructor for EDL 599. No hours may be accrued until this form has been properly submitted. (You are advised to maintain a copy of this form for your records.)

b. Field Experience Hour Summary (Appendix C)

The field experience requires 250 hours across the semester or summer term. Students report their hours to the instructor at the midpoint of the term using the Field Hours form so that we can help you stay on track and discuss any changes that might be appropriate (e.g., rate of accumulation, direct-indirect split). Hours are reported at the end of the term to verify compliance with program requirements. The site supervisor, by his/her signature, confirms that the student has completed the reported hours. Students are responsible for maintaining a detailed record of their hours across the academic term including direct-indirect division, days, times, etc. should an audit be required.

c. Site Supervisor Evaluation (Appendix D)

The faculty believes it is important that students gain direct feedback from their site supervisor about areas for improvement and strengths. At this early point in the professional career, a frank discussion of these areas has the potential for substantial impact on the student. As an extension of the educational process, we believe this feedback should be communicated in writing and in-person from the site supervisor to the student. We therefore request that the site supervisor invest time in both a written document—providing ample documentation of the student's competencies—and in an in-person discussion about these same areas. A specific form — based on the Professional Competencies for Student Affairs Practitioners — will be provided to the student who will share it with the site supervisor. We recognize that this important element of the supervisory relationship can be difficult or uncomfortable and encourage site supervisors to consult with the course instructor at any point in the feedback process.
VI. Communication

i. Program Listservs

Two listservs have been established to facilitate communication between and among the students and faculty affiliated with College Student Affairs program. A listserv allows those who are subscribed to very easily send e-mail messages to everyone else on the list. This helps the program coordinator and faculty insure that all students receive the same information in a timely manner. Messages address topics such as course scheduling, academic advising, social events, and professional resources. Students are routinely added to the CSA list as they begin the academic program. You may add or remove yourself from the lists as noted below.

<table>
<thead>
<tr>
<th>College Student Affairs (all faculty and CSA students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Join, send a blank e-mail to: <a href="mailto:CSA-subscribe@lists.bloomu.edu">CSA-subscribe@lists.bloomu.edu</a></td>
</tr>
<tr>
<td>To unsubscribe from the list: <a href="mailto:CSA-unsubscribe@lists.bloomu.edu">CSA-unsubscribe@lists.bloomu.edu</a></td>
</tr>
<tr>
<td>To send a message to everyone on the list: <a href="mailto:CSA@lists.bloomu.edu">CSA@lists.bloomu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>College Student Affairs Jobs (Students are NOT automatically assigned to this list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Join, send a blank e-mail to: <a href="mailto:CSAJobs-subscribe@lists.bloomu.edu">CSAJobs-subscribe@lists.bloomu.edu</a></td>
</tr>
<tr>
<td>To unsubscribe from the list: <a href="mailto:CSAJobs-unsubscribe@lists.bloomu.edu">CSAJobs-unsubscribe@lists.bloomu.edu</a></td>
</tr>
<tr>
<td>To send a message to everyone on the list: <a href="mailto:CSAJobs@lists.bloomu.edu">CSAJobs@lists.bloomu.edu</a></td>
</tr>
</tbody>
</table>

ii. CSA Facebook Page

A Facebook page is available to promote communication between students and recent graduates and we encourage you to join this community, available here.

Title: Bloomsburg University College Student Affairs (CSA)

Purpose: To promote connections between past, current, and future graduate students. Any member can post to the group website information that they feel will be a valuable addition to the CSA page.

Members: Open to the public; join by adding the group and the group moderator will approve it; we welcome every new member!

VII. College Student Affairs Faculty

The core faculty of the College Student Affairs program are central to your experience as a student.

Mindy Andino, Ph.D., Assistant Professor
McCormick Center 1118
(570) 389-5084
mandino@bloomu.edu
VIII. Chi Sigma Alpha

Chi Sigma Alpha is a student affairs academic and professional international honor society, which promotes and recognizes excellence in academics, research, and service to the student affairs profession. To be inducted into Chi Sigma Alpha a student must complete at least one academic term as a student in the Bloomsburg University College Student Affairs program and meet the academic requirements of the society. Chi Sigma Alpha is required to perform service to the institution or profession and members are expected to act as leaders in their program, on their campus, and in their profession. Chi Sigma Alpha offers a variety of social events and leadership activities for its members.

Developed to promote and recognize excellence in academics, research, and service to the profession of student affairs, Chi Sigma Alpha was first recognized in 2002 at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. This national honor society for student affairs professionals has 14 chapters and includes over 300 members nationwide. The Bloomsburg University chapter of Chi Sigma Alpha was established in 2013 and its first class of members was initiated in May of that year.

2015 – 2016 Executive Board
President – Jaclyn Beasley
Vice President – Caitlin Diehl
Treasurer – Jill Franklin
Secretary – Debbie Paul
Director of Chapter Development – Olivia Werner (term expires August 2015)
IX. University Resources

i. Graduate Studies Website

ii. College Student Affairs Program Website

iii. Academic Calendar

iv. Course Search

v. Course Catalog

vi. University Policies, Rules, and Procedures

A number of formal University policies, rules, and procedures (PRPs) apply to graduate students. In accordance with institutional expectations, it is the student's responsibility to become familiar with and to follow relevant policies. Several of these policies are listed below and a complete list can be found by clicking here.

PRP 3223 Graduate Degree Programs
PRP 3264 Student Course Requirements and Progress Information
PRP 3407 Student Responsibility
PRP 3410 Student and Pennsylvania Resident Printer Paper Use
PRP 3456 Auditing of Courses
PRP 3462 Withdrawal from a Course
PRP 3463 Graduate Admissions, Withdrawal, Course Repeat, Transfers, and Graduation Requirements
PRP 3512 Academic Integrity
PRP 3522 Grades, Quality Points and Quality Point Averages
PRP 3557 Academic Dismissal and Appeals Procedure
PRP 3565 Graduate Academic Progress, Probation, and Dismissal
PRP 3581 Withdrawal from the University
PRP 3592 Academic Grievance Procedure
PRP 3700 Computer and Network Use Policy
PRP 3880 Graduate Course Repeat
PRP 3881 Student Disruptive Behavior Policy
PRP 4789 Harassment and Discrimination Policy
X. Appendices

A. 2015-2016 CSA Calendar of Events
B. Agreement/Acceptance of Field Experience Terms
C. Field Hours Hour Summary
D. Site Supervisor Evaluation of the Student
Appendix A: 2015-2016 Calendar of Events
College Student Affairs Program

Fall Semester 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Classes begin</td>
</tr>
<tr>
<td>September 7</td>
<td>Labor day – no classes</td>
</tr>
<tr>
<td>September 11, 5-8:30 pm</td>
<td>Graduate Professional Seminar <em>(new 2015 students only)</em></td>
</tr>
<tr>
<td>August 31, 3 pm</td>
<td>Orientation <em>(new 2014 students only)</em></td>
</tr>
<tr>
<td>August 31, 4 pm</td>
<td>Chi Sigma Alpha Welcome Event</td>
</tr>
<tr>
<td>October 15</td>
<td>Application for graduation due</td>
</tr>
<tr>
<td>October 23-October 25</td>
<td><em>Pennsylvania College Personnel Association Annual Conference, Gettysburg, PA</em></td>
</tr>
<tr>
<td>Week of November 2</td>
<td>Scheduling meetings for Spring 2016 classes</td>
</tr>
<tr>
<td>November <em>(TBA)</em></td>
<td>Mandatory Field Experience meeting for Spring 2016</td>
</tr>
<tr>
<td>December 4, 5 pm</td>
<td>Chi Sigma Alpha End of Semester Event</td>
</tr>
<tr>
<td>December 4</td>
<td>Classes end</td>
</tr>
<tr>
<td>December 7-11</td>
<td>Finals Week</td>
</tr>
<tr>
<td>December 11</td>
<td>5:30 pm, Cohort photographs w/faculty and peers 7 pm, Graduate Programs Commencement</td>
</tr>
</tbody>
</table>

Spring Semester 2016

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 19</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 23, 5-8:30 pm <em>(tentative)</em></td>
<td>Graduate Professional Seminar <em>(new students only)</em></td>
</tr>
<tr>
<td>February 20, 9 – 3 pm</td>
<td>University of Scranton Ignite Student Leadership Conference, Scranton, PA</td>
</tr>
<tr>
<td>February 15, noon-5 pm</td>
<td>6th Annual Professional Development Day</td>
</tr>
<tr>
<td>TBA <em>(Typically, third week in February)</em></td>
<td><em>Mid Atlantic Placement Conference</em></td>
</tr>
<tr>
<td>February 25-28</td>
<td><em>Oshkosh Placement Exchange, Oshkosh, WI</em></td>
</tr>
<tr>
<td>March 15</td>
<td>Application for graduation due</td>
</tr>
<tr>
<td>March 6-9</td>
<td><em>ACPA Annual Convention, Montreal, Canada</em></td>
</tr>
<tr>
<td>March 9-13</td>
<td><em>The Placement Exchange, Indianapolis, IN</em></td>
</tr>
<tr>
<td>March 12-16</td>
<td><em>NASPA Annual Conference, Indianapolis, IN</em></td>
</tr>
<tr>
<td>March 7-13</td>
<td>Spring Break – No classes</td>
</tr>
<tr>
<td>Week of March 28</td>
<td>Scheduling for Summer &amp; Fall 2015 classes</td>
</tr>
<tr>
<td>April <em>(TBA)</em></td>
<td>Mandatory Field Experience meeting for Summer &amp; Fall 2016</td>
</tr>
<tr>
<td>April 29, 5 pm <em>(tentative)</em></td>
<td>5th Annual End of the Year Picnic sponsored by Chi Sigma Alpha</td>
</tr>
<tr>
<td>May 2</td>
<td>Classes end</td>
</tr>
<tr>
<td>May 3-6</td>
<td>Finals Week</td>
</tr>
<tr>
<td>May 6</td>
<td>4:30 pm, Cohort photographs w/faculty and peers 7 pm, Graduate Programs Commencement</td>
</tr>
</tbody>
</table>

*For complete academic calendar: https://www.bloomu.edu/academic-calendar/*
Appendix B: Agreement/Acceptance of Terms for Field Experience/Practicum Placement

2015-2016
AGREEMENT/ACCEPTANCE OF TERMS FOR FIELD EXPERIENCE PLACEMENT
Bloomsburg University Master of Education in Educational Leadership, College Student Affairs Program

Site Supervisor’s Name: _____________________________________________________________

College/University Name: ____________________________ Department: ____________________________

Graduate Student’s Name: ____________________________ Term of Appt: ____________________________

Completing and signing this document serves as confirmation that I have read and agree to the information presented here. I understand that the graduate student listed above is currently enrolled in the Master of Educational Leadership in College Student Affairs program at Bloomsburg University and that this student is required to earn 250 hours of experience in each of two academic terms (250 hours per term). The hours must be split into two broad categories: Direct/Face to face hours (comprising at least 40% of the total hours) and Indirect/Administrative hours (comprising no more than 60% of the total hours). These hours should, to the greatest extent possible, consist of a robust, professional-level, College Student Affairs experience. As such, any projects, responsibilities, or assignments fitting of a new professional, with a special emphasis on student interaction, are appropriate.

Throughout the field experience placement, as the “site supervisor,” we ask that you provide regular supervision and feedback to this graduate student. The role of the site supervisor is primarily that of educator, and involves a particular orientation towards aiding the graduate student in becoming fully prepared to assume responsibilities accorded to an entry-level college student affairs professional. At minimum, this includes 30 minutes of face-to-face, individual supervision each week along with at least one site visit per term with the Field Experience Instructor from the College Student Affairs graduate program.

If you experience difficulty with any element of this field experience placement please contact the course instructor at Bloomsburg University (listed below). You reserve the right to terminate the field experience placement, after notifying the instructor, if the student does not or cannot fulfill the professional obligations of the internship position.

Site Supervisor’s Signature & Date: _____________________________________________________________

Student’s Signature & Date: _____________________________________________________________

Mindy Andino  
Assistant Professor  
mandino@bloomu.edu  
570-389-5084

Mark Bauman  
Associate Professor  
mbauman@bloomu.edu  
570-389-4692

Denise Davidson  
Assistant Professor  
ddavidso@bloomu.edu  
570-389-4876
### Appendix C: Field Experience Hour Summary

Bloomsburg University: Master of Education in Educational Leadership and College Student Affairs

Field Experience Hour Summary

Student Name ________________________________ Semester/Year ____________________________

Field Experience Location (Department & Institution) _______________________________________

Site Supervisor (Name & Title) _________________________________________________________

**Instruction for the student:** Report actual clock hours in all areas of service. *Hours should not be counted in more than one category.* The student is required to earn 500 hours of experience (250 hours per term) over the next two academic terms. At minimum, the hours must be split into two broad categories: Direct/Face to Face hours (comprising at least 40% of the total hours) and Indirect/Administrative hours (comprising no more than 60% of the total hours). Please complete and submit this portion of the log as indicated on your course syllabus.

Submitted for (check one):

- First half of the term From _____/_____/_______ through _____/_____/_______
- Second half of the term From _____/_____/_______ through _____/_____/_______

<table>
<thead>
<tr>
<th></th>
<th># of hours this period</th>
<th>% of total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIRECT SERVICE HOURS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INDIRECT SERVICE HOURS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL SERVICE HOURS THIS PERIOD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CUMULATIVE SERVICE HOURS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I certify that the above hours have been completed.

______________________    ________________________    ________________________
Student Signature      Site Supervisor Signature    Instructor Signature

______________________    ________________________    ________________________
Date                     Date                     Date
Appendix D: Site Supervisor Evaluation of the Student

Site supervisors complete an on-line evaluation of the student at the end of the semester. To help you prepare for electronic submission, we have included the questions and related information below. Your student will provide you with the link to the survey.

Thank you for taking time to complete this evaluation form. Your assessment and feedback will be used to aid the field experience student in understanding his/her areas of strength and where improvement is appropriate. Your frank and candid evaluation is appreciated.

This evaluation is based on the Professional Competency Areas for Student Affairs Practitioners developed by the leading professional associations for student affairs educators: ACPA and NASPA. The publication is also available from your field experience student.

As explained within the preface to the document, extensive research and collaboration were involved in the careful explication of “broad professional knowledge, skills, and . . . attitudes expected of student affairs professionals regardless of their area of specialization or positional role within the field” (ACPA & NASPA, 2010, p. 3). Thus, the College Student Affairs faculty has adopted this framework for various elements of the master’s program, particularly the field experience. We ask that you read the Competency document to fully understand its scope and the skills, knowledge, and attitudes considered essential to student affairs practice.

The faculty involved in the College Student Affairs field experience are very interested in your qualitative assessment of the student through your descriptive, narrative comments. We ask for a number rating but fully recognize that this cannot capture all elements of the student’s performance, both in relation to skills, knowledge, and abilities that need improvement and those where the student excels. Please take the time to provide descriptive comments about the student’s performance.

(Distinguished = 3  Proficient = 2  Basic = 1
Unsatisfactory = 0  NA = Not Applicable)

<table>
<thead>
<tr>
<th>Advising and Helping</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Advising and Helping competency area addresses the knowledge, skills, and attitudes related to providing counseling and advising support, direction, feedback, critique, referral, and guidance to individuals and groups.</td>
</tr>
</tbody>
</table>

Comments:

(Distinguished = 3  Proficient = 2  Basic = 1
Unsatisfactory = 0  NA = Not Applicable)

<table>
<thead>
<tr>
<th>Assessment, Evaluation, and Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.</td>
</tr>
</tbody>
</table>

Comments:
Equity, Diversity, and Inclusion
The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices.

Comments:

Ethical Professional Practice
The Ethical Professional Practice competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one’s work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

Comments:

History, Philosophy, and Values
The History, Philosophy, and Values competency area involves knowledge, skills, and attitudes that connect the history, philosophy, and values of the profession to one’s current professional practice. This competency area embodies the foundations of the profession from which current and future research and practice will grow. The commitment to demonstrating this competency area ensures that our present and future practices are informed by an understanding of our history, philosophy, and values.

Comments:

Human and Organizational Resource
The Human and Organizational Resource competency area includes knowledge, skills, and attitudes used in the selection, supervision, motivation, and formal evaluation of staff; conflict resolution; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology use, crisis management, risk management and sustainable resources.

Comments:

Law, Policy, and Governance
The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their impact on one’s professional practice.

Comments:
### Leadership

The Leadership competency area addresses the knowledge, skills, and attitudes required of a leader, whether it be a positional leader or a member of the staff, in both an individual capacity and within a process of how individuals work together effectively to envision, plan, effect change in organizations, and respond to internal and external constituencies and issues.

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Basic</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NA</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### Personal Foundations

The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one’s own areas of strength and growth; have a passion for work; and remain curious.

<table>
<thead>
<tr>
<th>Overall Rating</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distinguished</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Basic</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>0</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NA</td>
<td>0</td>
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Comments:

### Student Learning and Development

The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice.

<table>
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<th>Overall Rating</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Uncertain</th>
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<tr>
<td>Distinguished</td>
<td>3</td>
<td>2</td>
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<td>Unsatisfactory</td>
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</tr>
</tbody>
</table>

Comments:

**Overall Rating** - The professional promise of this graduate student is:

___Excellent     ___Good     ___Fair      ___Uncertain

**SUMMARY:** Please provide a brief paragraph for each of the following areas:

**STRENGTHS OF THE GRADUATE STUDENT:**

**AREAS FOR IMPROVEMENT:**

**SPECIFIC SUGGESTIONS FOR CONTINUED PROFESSIONAL IMPROVEMENT:**

Revised AUG 6-2013