Overview

All Masters students who matriculated Fall, 1997 or later are required to complete two field work experiences: the Counseling Practicum (EDCP 619U) and an administrative apprenticeship experience (EDCP 888U). Both are taken following the first academic year of foundational coursework. Descriptions of these experiences are in this manual.

Scheduling

Full time students typically plan their field work experiences in one of two sequences: Summer administrative apprenticeship followed by Fall counseling practicum; or Fall administrative apprenticeship followed by Spring counseling practicum.

Section size is limited and instructor’s time has to be scheduled so these are not open enrollment experiences. Students will be asked to indicate their preferences by February for the following Summer, Fall or Spring placements. The Administrative Apprenticeship (EDCP 888U) and the Counseling Practicum (EDCP 619U) cannot be taken in the same semester.

Exceptions

The Student Affairs (SA) program believes in responding to individual differences. Students who wish to propose apprenticeship plans which differ from these descriptors must have the approval of their faculty and the SA Field Work Coordinator/advisor.

Counseling Practicum

The following information is designed to give students a general overview of the content of the counseling practicum. Please note that experiences may differ with the individuality of the seminar instructors. Any questions regarding the practicum should be directed to the SA Program Coordinator.

Background

Each SA Master's student is required to complete a counseling practicum at the University Counseling Center. The UM Counseling Center has a long history of working with the various graduate academic programs concerned with training counseling professionals in a variety of specialty areas. Each year approximately 120 students in masters and doctoral programs are trained at the Counseling Center. All of these students are registered for credit with a faculty member from their specialty area.

Basic Requirements

Students must have completed the counseling core (EDCP 615 and 616 with a grade of "B" or better and a "S" in both of the two 618 lab sequence pre-practica). The practicum should be scheduled in the second year of a full-time program.
What to expect

1. Class seminar:
Students enroll in a section of EDCP 619B for three credits. The seminar meets weekly, and class size is usually limited to a maximum of four students. Seminar sessions are scheduled for two hours weekly and devoted to aspects of counseling theory and its application in counseling work with actual Center clients. Topics include the initial phase of counseling, counseling the culturally diverse clients, approaches to career counseling, termination in time limited counseling, and other topics as designated by the instructor.

2. Clients:
Practicum students typically begin seeing one client for one session per week; later in the semester they may have up to three clients per week. Clients may be seen during the following hours:

Monday - Thursday: 9:00 a.m. - 8:00 p.m.
Friday: 9:00 a.m. - 4:00 p.m.

Specific instructions will be given in the seminar with regard to scheduling clients.

All sessions take place in the Counseling Center and are either audio or video taped with clients' permission. Practicum students are expected to bring their own audio recorders, but tapes are provided. Confidentiality considerations require that all tapes and other client materials remain in the Counseling Center at all times. Practicum students review their tapes in the practicum student writing room, the educational lab area and/or unscheduled practicum offices, which are located in the Counseling Center.

3. Supervision:
Each student will meet weekly, one-on-one, with his/her supervisor (usually the seminar instructor) to review the student's tapes. In addition to discussing client issues, the practicum student can expect to examine himself/herself closely especially in regards to areas of growth and development as a professional counselor.

4. Time Commitment:
The amount of time students spend weekly varies with the length of their seminar and the number of clients they are seeing. An approximate weekly estimate would be:

Seminar 2 hours
Counsel Client(s) 1 hour each
Review tape(s) 1 hour per client
Supervision 1 hour.

5. Expectations of Students, Supervisors and faculty Instructors:

All students are expected to develop a professional stance with respect to the work of the Counselor.
Ethical issues related to counseling permeate all aspects of the practicum training experience, and students are expected to display increasingly higher levels of behavior reflective of professional clinical principles.

Meeting clients at assigned times and preparing notes and termination summaries are required.

Developing a self-critical stance with respect to one's growth as a counselor is expected of each student.

Seminars represent a shared learning experience, and students' constructive critique of each other is encouraged.

**Master’s Administrative Apprenticeship**

The Master’s Administrative Apprenticeship provides professionally supervised, consistent and comprehensive exposure to the administrative roles and functions of Student Affairs offices. They generally do not involve direct service to students but are designed to learn how a functional area is organized and accomplishes its role. They are designed for persons with little or no work experience in Student Affairs. This is the required, formal administrative apprenticeship accompanied by a supervised seminar with reading and learning assignments.

The apprenticeship should be scheduled in Summer or Fall of the second year of a full-time program. Students usually should have completed appropriate prerequisite work (for example EDCP 611 if planning a career planning or placement experience). The 888A seminar and field work placement are designed to be taken concurrently.

**Expectations for the Course/Apprenticeship**

- Provide the student with an opportunity to relate student development theories and practice;
- Address various topics regarding administration and leadership, particularly as they relate to issues that surface in the early years of the career of new professionals;
- Add breadth to the student’s academic program through the experience of different functions and campus settings than have previously been experienced;
- Add depth to a student’s administrative experience and identify and strengthen his/her administrative skills;
- Clarify and develop a more consistent, realistic self-concept of oneself as a professional in the field of student personnel; and
- Explore strategies for implementing multicultural awareness in practice and research.

**Specific Learning Outcomes**

1. Illustrate the appropriate use of administrative skills such as program planning, awareness of resource management and supervision; and acquire new administrative skills;
2. Possess a basic understanding of a student affairs function or department, including an understanding of the philosophical and theoretical underpinnings, the goals and objectives, ethics and standards of practice, finance and budgeting, legal issues, and the long-range and daily functions of the department;
3. Demonstrate an understanding of theory as it relates to the administrative work setting, particularly in the context of the practicum project;
4. Clarify one’s own interests, skills and competencies and their implications for developing realistic career goals;
5. Develop personal standards of professional and ethical behavior, including assuming major responsibility for one’s own learning; and
6. Explore content issues and process concerns related to multiculturalism as they interact in practice and research including the breadth of diversity (i.e. social class, religion, race, ethnicity, culture, education, sexual orientation, disabilities, age, gender, and others which define individuality).
7. Explore different organizational models and implications of specific institutional mission and purpose to student affairs functions.

Choosing a Site

Advice on both the kind of campus and departmental sites should be sought from the student’s faculty advisor. The SA Field Work Coordinator and EDCP 888A instructors are also available for consultation.

The campus generally should be another college or university in the metropolitan DC or Baltimore area. Students are encouraged to consider campuses which either (a) broaden their view of institutional type (e.g., a private college if their education has only been at public institutions) or (b) provide more experience in a select type of school in which they envision seeking employment (e.g., a community college). Students can, of course, complete the 888A at UM in a functional area different from their assistantship.

The departmental site should either (a) enrich a specialty interest area enabling the student to develop depth of expertise or (b) provide breadth through concentrated exposure to a new student affairs functional area.

The apprenticeship may not be the student’s current assistantship or job even if at another institution. It can be in the same functional area if the student’s goal is to develop depth in that function.

Placement

Once students have been assigned to either Summer or Fall for the experience, they will meet with the instructor for the 888A seminar assigned to their section. The student should obtain approval from instructor about site plans prior to contacting the sites. The student may then pursue his/her own contacts for site placement. Site placement should be confirmed prior to the start of the semester of the apprenticeship. The EDCP 888A instructor will in all cases confirm expectations with the on-site supervisor.

In unusual cases a student may request a placement away from the Washington, DC area. Such placements may be in another country, at another university in an area the student may wish to work after graduation, or back home for the Summer. The student should consult with the CSP Field Work coordinator about these options. If approved, the student will have electronic-mail supervision with regular logs, complete all on site assignments, and participate in the next
regularly scheduled 888A seminar (e.g. take the Fall 888A seminar to reflect on the Summer placement).

**Time Commitment**

The student will work the equivalent of one day per week in the placement site. Based on the Council for the Advancement of Standards, standards for masters’ preparation programs, we require 120 to 180 semester hours of experience [e.g. 15 weeks x (3 hour seminar + 8 hours on site) = 165 hours]. Work should be a combination of:

1. a definable project which involves the practice-theory-practice and program development models;
2. work with the staff group in general office functions; and
3. other tasks that will enhance the student’s understanding of how the functional area accomplishes its goals.

Students are expected to spend sufficient time in the office to meet the objectives of the apprenticeship experience. The site time commitment includes time spent on site, as well as work on a site project or regular activity. If project work is done elsewhere (e.g., in the student’s home, the library) that time is to be included in the equivalency of a one-day commitment. Previous students recommend one full day or two 1/2 day blocks of time on site. If possible, select a day in which staff meetings or other campus events are scheduled for maximum observation of how that area operates.

**Seminar**

EDCP 888A includes credit for a weekly seminar with other 888A students. Specific seminar requirements will be outlined in the course syllabus. The seminar serves to:

- stimulate the integration of theory and practice;
- encourage comparison of apprenticeship experiences and learning;
- provide ongoing assessment of each apprenticeship experience;
- enrich the experience by reading and discussing related material;
- foster a deepening awareness of oneself as a student affairs professional; and
- address the multicultural dimensions of the apprenticeship experiences.

**Learning Process**

Together with the site supervisor and the EDCP 888A instructor, students are to complete a learning agreement which specifies the nature of their experience, duration, and expectations of the students and supervisor for the content and learning goals. The agreement is generally not completed until after the start of the 888A seminar. The 888A instructor, the site supervisor, and the student all sign the completed agreement confirming their understanding of the experience. The student is also encouraged to discuss the learning agreement with her/his faculty advisor prior to its approval and to provide the advisor with a copy of the approved learning agreement. A sample learning agreement appears in the appendix.
Registering for 888A:

EDCP 888A is a 3 credit course. Those completing the 888A in Fall will register for Fall semester. Students enrolled in the Summer 888A may register in either Summer I or Summer II or in the Spring (of the upcoming academic year) to cover those credits. The Summer course however is for the entire 12 week summer term. The Spring section is offered for retroactive Summer registration credit only; there is not experience offered in Spring.

Assessment Process:

Students usually complete a competency pre-assessment reflecting their current skills as well as identifying skill areas in which they desire improvement. Student may refer to the self-assessment completed in EDCP 610U or another assessment provided by the instructor. Evaluative records and the student’s learning contract will be maintained by the Field Work Coordinator and will be available to the student and prospective employers upon the student’s request. The final course grade is a combination of the evaluation of the site supervisor, 888A instructor(s) and various seminar assignments.

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- Think about the role of your apprenticeship in your career plans and/or what you want to learn.
- Talk with your faculty and advisor about your ideas and get his/her advice.
- Attend information session and talk with the SA Field Work Coordinator about your preferences; specifically:
  - (a) functional areas
  - (b) possible sites
- Get input from the seminar instructor or Field Work Coordinator on possible sites and site supervisors; get approval of the seminar instructor of your first choice and alternate choices before any contact is made.
- Contact site(s) for informational interviews through one of these approaches:
  - (a) The seminar instructors or Field Work Coordinator can call to verify supervisor’s interest and willingness; you can then follow up with a call to arrange for an informational interview; or
  - (b) Call site supervisors yourself; explain nature of apprenticeship, weekly time on site, projects, supervision, etc.
- Review and confirm site placement:
  - (a) Have informational interviews(s). Take a updated resume to the interview.
  - (b) Decide on site (you or the 888A seminar instructor can call to confirm final placement).
  - (c) Write thank you letter to any sites you did not choose and send copy of the letter to the 888A seminar instructor.
  - (d) The 888A seminar instructor will write site supervisor to specify expectations.

Apprenticeship Advice

The following advice has been collected from previous apprenticeship students:
1. Select/confirm site early to make wise choices; sometimes early commitment means you get invited to pre-school functions.
   - Check out transportation to your site at the same time you would be coming and going.
   - Consider the time of year and the work cycle in picking a site (e.g. orientation might be good in the summer but some other sites might not.)
   - Consider out-of-town sites in the summer (e.g. ACUHO-I internships).

2. Have a back-up supervisor to meet with if your primary supervisor is out of town or cannot meet with you.
   - If there is more than one supervisor, make it clear who will be involved in evaluations.

3. Schedule a fixed time with your supervisor and be prepared to be bumped.
   - Check your supervisor’s calendar to make sure you are on the schedule.
   - Review your supervisor’s calendar for the semester and see if she/he is out of town.
   - Go over syllabus with supervisor, remember to cover weekly topics ahead of time.
   - Tell 888A instructor(s) early if there are any concerns you have about the relationship so she/he can help intervene if needed.

4. Be professionally thorough and a good communicator.
   - Write notes to your supervisor if you miss talking about important points.
   - Let supervisor know when you are out on campus for appointments.
   - Don’t take assistantship/job calls on site unless you have an emergency.
   - Remember to write thank you notes -- courtesy counts a lot.

5. Schedule a regular weekly time to come to your site, but show flexibility in case something important comes up.
   - Try to go on a different day on occasion to see differences in office cycles.
   - Spend full day or two 1/2 days; spend some evening hours if appropriate.

6. Clarify expectations with your supervisor about how well you want to know other staff and what you want to get out of the experience; be bold -- the supervisor will try to make it happen.
   - Know your learning style so you can design an experience that will be good for you.
   - Agree to a label for your role (e.g. new professional, intern).

7. Get assigned some working space (a desk and access to a phone) even if shared with other workers.
   - Have an in-basket or mail box where they put notes.
• Ask to be included in regular circulation of office notes/publications.

8. Use lunch time to talk with members of agency - plan lunch appointments.
   • Get to know student employees.
   • Visit with advisory board members (e.g. faculty, other professionals).

9. Make regular time to do journal -- end of the same day at site visit is good.
   • Review notes from seminar to include things your 888A instructor mentions in class.
   • Do journals on computer if you can, you’ll write more.

10. Talk with supervisor about role of secretaries -- treat them really well.
    • Find out what work you can ask staff to do (e.g., typing) if needed.

11. Be realistic about your project(s) -- get something manageable -- it is only part of why you’re there.
    • If your project finishes early, get something else meaningful to do.
    • Re-negotiate your project if it is going slower than you planned.

12. Talk to everybody in all different areas of function, even if they don’t seem to be of interest -- learn the whole function.
    • If you already have a friend in the office, treat them professionally and be aware of politics.
    • Seek out student contract if it is not regularly involved in site work.
    • Visit other student affairs agencies.

13. Re-assess learning contract at mid-point in the apprenticeship.
    • Talk to supervisor about key journals, national associations, etc.
    • If site supervisor doesn’t seem to know, talk with instructor or go to library to find relevant materials.

15. Talk to the parallel person at UM (or at other institutions) to broaden learning and get insight into different administrative issues and styles.

16. Gather materials from your site (and other offices); raid the files with permission of course; bring copies to class and build your professional files.

17. If appropriate, ask your site supervisor to be a reference for you in your job search (particularly if searching in their area of expertise).

18. Try to use the type of evaluation forms your site uses if possible. Plan an in-person feedback session as well as written evaluation with supervisor at the end.
Possible Sites

15 - 30 min. from College Park

- Bowie State University
- Capitol College
- Catholic University of America
- Gallaudet University
- Columbia Union College
- Montgomery College Takoma Park
- Univ. of MD University College
- Trinity College Howard University
- Washington Bible College

30 - 45 min. from College Park

- American University
- Catonsville Community College
- Dundalk Community College
- George Washington University
- Georgetown University
- Howard Community College
- Maryland Institute of Art & Design
- Mount Vernon College
- Prince George’s Community College
- Southeastern University
- Univ. of the District of Columbia
- Univ. of MD Baltimore County (UMBC)
- Strayer College

45 min. to 1 hour

- Anne Arundel Community College
- Baltimore International Culinary Arts Institute
- County Community College Charles
- College of Notre Dame of MD
- Community College of Baltimore
- Essex Community College
- George Mason University
- Goucher College
- Johns Hopkins University
- Loyola College
- Maryland Institute College of Art
- Marymount University
- Montgomery College-Rockville
- Morgan State University
- Northern VA Community College(Annandale campus & Alexandria)
- St. John’s College
- Sojourner - Douglass College
Towson State University  
Univ. of Baltimore  
Univ. of MD at Baltimore  
US Naval Academy  
Villa Julie  
Western Maryland University  

Other possibilities depending on where the student lives:  

- Chesapeake College  
- Hagerstown Community College  
- Hood College  
- Frederick Community College  
- Montgomery College-Germantown  
- Mount St. Mary’s College  
- St. Mary’s College of Maryland  

**Apprenticeship Calendar**

**During the Pre-Apprenticeship Year:**

**January** - Talk with your advisor about possible administrative apprenticeship functional areas or sites that will meet your goals; make plans for the Apprenticeship Year.

**February** - If you plan to do either or both of the field work experiences, be sure to complete the FORM indicating your preference of semesters for completing the experiences. This FORM will be sent to you by the CSP Field Work Coordinator. Check the CSP In-Basket and e-mail for specific deadlines (usually February 14th).

**During the Apprenticeship Year:**

**For Summer Placements**

**April** - Attend one of several information sessions to plan your site placement with the CSP Field Work Coordinator and/or seminar instructor.

**May** - Conduct information interviews with possible sites; pin down one site for placement. Coordinate confirmation with 888A instructors.

**June** - Finalize Learning Agreement and start attending the seminars.

**For Fall Placements**

**April/May** - Attend one of several information sessions to plan your site placement with the CSP Field Work Coordinator and/or seminar instructor.

**August** - Conduct information interviews with possible sites; pin down one site for placement. Coordinate confirmation with 888A instructors.
September - Finalize Learning Agreement and start attending seminars.

Suggestions for Supervisors

Having an apprenticeship student provides professionals an opportunity to reflect on their own practice, contribute to the professional development of a student, and get some extra help for office projects. Supervisors have shared advice on making this a successful experience.

This advice is included so students will know what the program expects of supervisors. This list is also shared with supervisors in the letter from the seminar instructor confirming the placement.

1. Schedule a standing one-hour weekly appointment with the student for the whole semester. Please make sure student knows ahead of time if appointments need to be rescheduled.
2. Take the student with you to appointments and meetings so they can observe issues unfold and see administrative dynamics.
3. Outline your expectations clearly and early.
4. Write an introductory memo to others in student affairs (or related functions) about who the student is and what he/she will be doing; particularly let key personnel know that you will be asking the student to make an appointment to discuss items relating to the project(s) the student will be working on at the site and other issues.
5. Ask the student to join you for lunch when you can, particularly early in their experience; help them arrange informative lunch appointments.
6. Ask the student for observations, feedback or opinions about office decisions/issues. (This pushes them to think and helps you assess their skills.)
7. Give frequent performance feedback. Identify the evaluation mechanism to be used for the experience early on--make it an office evaluation form if appropriate. Send a copy to the seminar instructor, and give a copy to the student.
8. If you share the apprenticeship supervision with another professional, make it clear to whom the student is responsible for which parts of the experience. Have a back-up for the days you will be out.
9. Update the student about events that have occurred in the intervening week. Highlight campus events that have student affairs implications -- the student might want to bring some of these to the attention of the seminar class.
10. Keep information regularly flowing to the student:
    o Establish an in-basket for the student
    o Ask some regular office worker to put a copy of the student newspaper in the box.
    o Invite the student to special events (e.g., professional development programs, consortium meetings) even if on a day other than their regular time.
    o Add the student to the routing slip for office memos/info items.
11. At the mid-semester point, review the learning contract to see if any items need to be renegotiated, particularly review expectations of projects.
12. Treat the student as a ‘new professional’ in the office. Teach them how to delegate the use other human resources effectively (e.g., how to work with support staff and undergraduate student workers).
13. Identify projects the student can manage independently over the course of the semester. Describe 3-4 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 giving them important tasks to do. Empower the intern to use the support staff as appropriate.

14. Call the UM seminar faculty with any concerns about the student so the faculty team can help this be a useful experience.

15. Be sure the student has a desk to share, access to a telephone, access to a computer, and a place to park. Add the student to your campus electronic mail if possible.

Master’s and Doctoral Individually Designed Apprenticeship

Students may wish to engage in an individually designed field work experience as an elective or for the M. Ed. or Ph.D. professional concentration. The student should discuss options with his/her advisor to implement a plan that fits his/her educational and career goals.

Supervision

Students should develop a plan for the EDCP 888 experience with their faculty advisor. The advisor (or another CSP faculty member who could guide this experience) and student should identify learning goals, design elements of the experience to meet these goals, agree on a regular method of supervision (e.g. meetings, e-mail journals), and a method for final evaluation. If another site supervisor is involved (e.g. a course coordinator) then the CSP faculty member involved will maintain contact with that supervisor for input into the final grade. The CSP Field Work Coordinator is available to assist with placement ideas for the experience as needed.

Credit

Credit is variable and students can register for 1-3 credit. Students using 888 to meet an elective or professional concentration requirement should generally register for 3 credits of EDCP 888 credit. The experience should be approximately 9-10 hours of weekly involvement for 3 credits. Students should use the section number of the CSP faculty supervisor.

Learning Agreement

Each student should design a learning agreement which must be approved by and filed with the faculty advisor or CSP faculty supervisor. If there is a separate site supervisor for the experience, the advisor should be in contact with the site supervisor about the experience.

The learning agreement should address:

a) The nature of the site or activity
b) The students specific learning goals for engaging in this experience
c) Related readings or resources that will be examined in this experience
d) The nature of the specific activities the student will employ to meet their goals
e) The nature of CSP faculty supervision (e.g. electronic logs, regular meetings)
f) The nature of site supervisor supervision (is there is a site supervisor - e.g. observations of teaching)
g) The nature of the final paper from the experience.
Previous types of 888 experiences

1. Masters Second Site Placement as an Administrative Apprenticeship:

The masters student may seek a second site placement following the guidelines for EDCP 888U. The supervised EDCP 888U experience must precede the second site placement as preparation for this experience.

Guidelines

The expectations outlined for the EDCP 888U experience (for example: time on site, project, etc.) are the same guidelines used for this experience. There is no seminar requirement for the second site placement.

Learning Agreement

All students must complete a learning agreement appropriate to their proposed experience. This learning agreement which specifies the elements of the learning experience must be approved by the Site Supervisor and the SA faculty supervisor no later than the second week of the semester.

2. Assistantship Option:

The student with an appropriate assistantship or job may want to pursue more depth in learning about specific projects in the work site and exploring the literature/research supporting the professional scope of the work site. This might include a resident director focusing more on resident assistant training or a SUFC advisor developing new leadership training materials. EDCP 610U and EDCP 771 should be completed prior to this kind of apprenticeship.

Appropriate Sites are offices or functional areas that (1) provide service, research or program development regarding college students, (2) have appropriate supervisors available and, (3) provide the graduate student with a job that provides graduate-level experiences. Paraprofessional or clerical tasks may not exceed 20% of the apprenticeship experience (a minor part of your work).

The Learning Experience: To use the assistantship or job site for an apprenticeship, the student should:

1. identify readings on the nature of that function with the supervisor,

2. plan a schedule of regular individual and/or group supervision or teaching,

3. include descriptions of direct service, research project or nature of the learning experience,

4. write a final paper on the role of that agency in student development integrating the readings and personal experience to be submitted the week before final exams for that semester (or a comparably rigorous alternative such as a one-hour presentation before representatives of the SA Field Work Committee). The paper is to be submitted to the SA faculty supervisor.
Supervision: Teaching/training supervision is expected on site in addition to the normal service/work supervision. Some sites may wish to have all graduate assistants meet together weekly for this supervision. Students in offices outside of student affairs which perform student development functions (e.g. academic advising) may be supervised by a SA faculty affiliate if an appropriate supervisor is not available at the site.

3. Teaching a Course

UM offers the unique options for graduate SA students to teach select undergraduate courses. Some possible courses include the leadership courses (EDCP 317, 318, 417), orientation (UNIV 100) or career exploration (EDCP 108D), study skills or time management (EDCP 108T), various experiential learning options (EDCP 386), CAPS courses (310, 618, 789z) or other such courses (e.g. women’s studies, Asian American studies, academic integrity seminar). Generally the masters student cannot be the only instructor of record for 300 or 400 level courses but may co-teach those courses. Doctoral students planning careers as HESI graduate faculty may wish to teach some EDCP graduate courses or team teach with SA faculty.

Placement: The student should be in touch with the course coordinator for the course in question. Each course may have its own expectations and procedures including deadlines for applying to teach. The course coordinator will generally serve at the site supervisor and the faculty advisor will coordinate the credits and grade for the experience. A list of possible courses to teach is available from the SA Field Work Coordinator.

Learning Agreement: The student should complete a learning agreement detailing such elements at the nature of the course, learning objectives, nature of students responsibilities, reflective logs/journals, observations of teaching, and a final reflective paper on the experience.

4. Other Placements

It may be desirable for an individual designed experience to have flexibility in light of the student’s interests and career plans. The student should usually have completed EDCP 610U and EDCP 771. It is possible to propose a field work experience that might: relate to helping skills (e.g., career development), involve conducting training programs, or include experience in an off campus setting (e.g., federal government or professional association).

Supervision: Students should have regular mentoring supervision in this experience. The SA faculty supervisor should approve the nature of supervision needed based on the design of the experience.