

University of Redlands
School of Education
Higher Education & Student Affairs Fieldwork Handbook
2025-2026

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Introduction

Fieldwork experiences are an important part of the University of Redlands' Higher Education and Student Affairs program. Candidates will engage in practical, relevant, and meaningful fieldwork experiences across the scope of higher education. Candidates will observe the workings of fieldwork sites, apply the knowledge gained in the classroom, and develop professional identity within a practical setting. It is also an opportunity for evaluative feedback on knowledge, attitudes, and skills regarding their development as a higher education and student affairs professional.

During fieldwork, candidates are expected to become directly involved in student affairs programming, academic advising, career development, student leadership programs, orientation, residence life, diversity and inclusion initiatives, or other co-curricular engagement activities. Candidates should take on a wide range of responsibilities that reflect the core areas of student affairs practice, including student development, academic support, and personal well-being. They are also expected to serve a diverse population of students and contribute to fostering an inclusive campus environment. Whenever possible, candidates are encouraged to participate in professional activities aligned with the responsibilities of their Site Mentor.

This fieldwork handbook is designed to provide candidates with clarification and guidance regarding fieldwork experience, including eligibility to advance, appropriate sites, supervision, fieldwork forms, and policies. All materials pertaining to the fieldwork experience, including forms and deadlines, are posted to the [Higher Education & Student Affairs Resources Webpage](#). Candidates are expected to read through this handbook and related materials.

School of Education Mission and Values

Vision

- Inspire more justice-related dialogue and action.

Mission

- Strengthen social and educational justice through student, staff, and faculty engagement.

Social Justice Principles

- Advocate practices that emphasize equity and democracy for all.
- Promote diversity of people, thought, experience, and expression.
- Lead systemic change.

Educational Justice Principles

- Champion educational accessibility for all.
- Encourage inclusive education through diverse learning, teaching, and scholarship.
- Model self-awareness as a foundation for growth and change.

Higher Education Purpose and Goals

The Higher Education and Student Affairs master's degree program is designed for people pursuing careers in colleges and universities. The program focuses on organization, leadership, assessment, and examines campus cultures, support services, and student development theories.

This program prepares students to work in post-secondary institutions through exposure to the social, cultural, and organizational contexts of higher education. Students also develop the skills to practice informed decision-making from a social justice perspective in their roles as higher education or student affairs professionals.

Learning Outcomes:

The Higher Education and Student Affairs program learning outcomes guide the curriculum for the program. Students attain these outcomes through a combination of academic coursework and supervised fieldwork. Students who graduate from the program will be able to:

- Evaluate and apply appropriate theory and research to problems of practice and diverse college student populations across various higher education settings
- Apply critical perspectives, including educational justice, to guide their professional decision-making through ethical and courageous leadership in diverse higher education settings
- Articulate a justice-centered professional philosophy informed by historical foundations and critical self-reflection related to identity and values
- Create effective verbal, written, and visual communications as part of their professional practice
- Utilize assessment, policy, advocacy, and technological tools to develop, implement, and improve equitable and effective practices in higher education and student affairs

University of Redlands Anti-Racism Statement

The [University of Redlands Anti-Racism Statement](#) acknowledges that the faculty, administration, and board of trustees of the University of Redlands recognize that racism is pervasive in our society and that no segment of our nation is exempt, including the University. We acknowledge that students, alumni, and employees of the University, especially those who are Black, Indigenous, and Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We recognize that we have not adequately confronted inequities stemming from race and its intersection with other social identities. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

Knowing that words are powerful when coupled with action, we will be open, transparent, and accountable in the institution's anti-racist initiatives. We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

We commit to bringing together all constituents to create and implement an anti-racism action plan with specific goals and objectives. Our progress will be measured on set dates and all will be able to inspect, review, and question the outcomes. This process of centering the voices of those who are Black, Indigenous, and Persons of Color is ongoing, and we intend it to be a new and permanent part of our life together.

Compliance with Disability-Related Legislation

Any student who believes that they have a specific complaint regarding the University's compliance with disability-related legislation should reach out to [Academic Support and Accessibility](#) in the Student Success Center.

DLHE Grievance Procedure

Every graduate student has the right to:

- Freedom from unfair treatment by faculty or administration
- Due process in the conduct of any proceedings that affect the student's progress in the program
- Petition for the redress of grievances without fear of retaliation

Therefore, students in the Higher Education and Student Affairs program should be aware of Department, School of Education, and University policies intended to protect those rights.

Professional Identity

While enrolled, students are encouraged to participate as fully as possible in the intellectual life of their discipline and of the School and University community to better enhance the establishment of their professional identity.

Professional Disposition

Students are held to the [Code of Student Conduct for Graduate Students](#). It provides some details about the expected standards of behavior, the processes that are to be followed in the event of a violation (or suspected violation) of those policies, and the possible sanctions.

Candidates should also refer to the [NASPA Guiding Principles and Code of Ethics](#) and [ACPA Statement of Ethical Principles & Standards](#) for guidelines for professionals of student affairs.

Note also that students are expected to follow the academic honesty definitions, procedures, and sanctions presented in the [University Catalog's Academic Honesty Policy](#). It is the responsibility of each student in the program to read these academic policies carefully.

As part of our commitment to preparing highly qualified professionals, the Department of Higher Education assesses candidates' professional dispositions throughout the program. Professional disposition refers to the attitudes, values, and behaviors expected of professionals, including ethical conduct, professionalism, respect for diversity, and commitment to student success.

Candidates are expected to always conduct themselves in a professional manner and maintain professional relationships with on-campus and off-campus constituents. Candidates are expected to behave professionally during class, in interactions with other students and faculty, and in contexts in which they reasonably could be understood to represent the University of Redlands, such as fieldwork.

Candidates are expected to be responsible and ethical in their use of technology. They must ensure the safety and well-being of their students, meet their individual needs, and maintain confidentiality with student information.

Assessment of Professional Disposition

Faculty and staff will evaluate candidates' professional dispositions throughout the program through coursework, field experiences, and interactions with peers, faculty, and fieldwork site personnel. If concerns arise regarding a candidate's ability to demonstrate the dispositions necessary for success in the profession, the following process will be followed:

1. **Initial Concern & Notification** – Faculty or staff will document concerns and notify the candidate in writing.
2. **Meeting & Development Plan** (if applicable) – The candidate may be required to meet with program faculty to discuss concerns. If appropriate, a Professional Disposition

Development Plan will be implemented to provide structured support and guidance for improvement.

3. **Reassessment** – Faculty will evaluate the candidate's progress according to the development plan. Failure to demonstrate significant improvement may result in further action.
4. **Program Dismissal** – If it is determined that a candidate does not possess the professional disposition necessary for success and a development plan is not an option, or if a candidate fails to meet the expectations of a development plan, they will be counseled out of the program.

This policy ensures that all candidates meet the professional expectations of the profession and are prepared to create positive learning environments for students.

Professional Organization Affiliation

It is highly recommended that candidates seek out professional affiliations to develop a professional identity and network. These organizations provide professional development opportunities through workshops, seminars, conferences, and professional publications at little to no additional cost outside membership fees. Membership is a statement of adherence to the highest ethical standards and practices in the profession. Discounted student memberships are available in most associations.

Some professional organizations for higher education and student affairs professionals are listed below:

- [National Association of Student Personnel Administrators](#) (NASPA)
- [American College Personnel Association](#) (ACPA)
- [National Association for Student Affairs Professionals](#) (NASAP)
- [National Academic Advising Association](#) (NACADA)

This is not an exhaustive list of professional organizations associated with higher education and student affairs. There are countless professional organizations in which students can join that attend to one's specific interests. Students are encouraged to explore other organizations not listed.

Fieldwork Overview

During fieldwork, you will engage in practical, relevant, and meaningful experiences in a fieldwork setting. Fieldwork is your opportunity to observe the workings of higher education and student affairs sites, apply the knowledge gained in the classroom, and continue to develop your professional identity.

Candidates may begin their fieldwork experience as early as their second term of the program (1st Spring term), though candidates may determine the appropriate time and pace to explore fieldwork opportunities. Students must enroll in EDUC 666 while engaging in fieldwork experiences.

Constituent Roles Related to Fieldwork


Fieldwork is an experience that involves many constituents including the Site Mentor and the Fieldwork Course Instructor. Outlined below are the various constituents who are there to support candidates during their fieldwork experience.

Site Mentor

- **Site Orientation:** Site Mentors must provide candidates with an orientation to the site, covering policies, procedures, and emergency protocols.
- **Goal Setting:** Site Mentors will help candidates set personal and professional goals based on their aspirations, experiences, and site needs. They will work with their candidate to complete a HESA Goals Form, which involves establishing goals and identifying activities that will aid the candidate in achieving those goals.
- **Mentorship Meetings:** Site Mentors should plan to have rolling check-ins with their candidate to ensure clarity of expectations, alignment with goals, and opportunity for professional mentorship.
- **Performance Evaluations:** Site Mentors will conduct formal evaluations of their candidate's progress and performance twice per semester. The evaluations include a midterm evaluation and a final evaluation. These should correlate to approximately Week 7 and Week 14 of the semester. Candidates should consult with their fieldwork course instructor, if unable to satisfy that timeline.

EDUC 666 Fieldwork Course Instructor

- **Class Session Support:** Fieldwork course instructors are expected to review materials and provide feedback to the candidate. Candidates should receive feedback on their progress throughout the course, with opportunities to discuss and improve if necessary. Feedback on how to best identify opportunities, meet established goals, and/or navigate barriers at the site or with the candidate's Site Mentor can be discussed.

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- **Fieldwork Form Completion:** Fieldwork course instructors are responsible for reviewing and approving candidate fieldwork forms, including fieldwork hour logs.

Choosing a Fieldwork Site

Candidates are expected to explore possible fieldwork sites early in the program. The first term of the program is not too early to begin thinking about preferences for a fieldwork site.

Begin to consider your areas of interest within the field of higher education and student affairs and note that the exposure and experience gained through fieldwork can set you on a professional pathway within the field, so be strategic and intentional about providing yourself with opportunities that may align with your professional and personal goals.

You can begin to identify your professional and personal goals by:

- Attending webinars and professional development events
- Discussing your interests with on-campus staff, faculty, and other students
- Utilizing the Office of Career and Professional Development's resources and services
- Exploring resources available through community partners and professional organizations

All sites must meet the fieldwork site requirements, and all mentors must meet the Site Mentor requirements. These are outlined below, as well as on the [Guidance for Site Mentors page](#).

Site Requirements

The supervised fieldwork experience facilitates the development of higher education and student affairs candidates' professional competencies and professionalism. The fieldwork site provides a range of professional training experiences consistent with the candidate's education, training, and experience, and under the supervision of a qualified mentor in accordance with the department's guidelines.

All fieldwork partnerships require a formal Memorandum of Understanding (MOU) between the University of Redlands and the site. The signing of an MOU takes additional time, as they are often subject to legal review. Please refer to the [Active Partnership List](#) for a list of current partners. Note, however, that this list is fluid in the sense that new partner sites can be secured provided the organization meets the requirements as an approved site.

Candidates seeking a site NOT on the [Active Partnership List](#) must request partnership using the [Partnership Interest Form](#) at least 3 months before the anticipated start of the fieldwork placement.

Criteria that are used in determining site eligibility include at least the following:

- The site is considered a non-profit college, university, or other institution of higher education.
- The availability of mentors who meet the qualifications specified below and work on-site.

Site Mentor Requirements

Candidates must be mentored by a professional at the fieldwork site and ensure they meet the qualifications to be a Site Mentor. According to the Department of Leadership and Higher Education, a qualified mentor:

- Holds a master's degree in counseling, higher education, higher education student affairs, or a related field.
- Has a minimum of two years' post-degree experience as appropriate to the Fieldwork Candidate's fieldwork setting.
- Has worked at least one year in the college site where supervision will be conducted.

Ideally, Site Mentors will be actively involved in national professional associations and organizations, such as NASPA, ACPA, NASAP, NACADA, or regional organizations, as involvements in these professional organizations can provide information related to current professional standards of behavior and practice.

Fieldwork at Workplace

Workplace fieldwork hours must be intentional and provide students with sufficient learning opportunities that will facilitate the development of professional identity. If you are interested in completing workplace hours, you will be required to submit a proposal to the Office of Licensures and Credentialing for review. OLC will ensure proper material submission and materials will be presented to the Program Coordinator and considered by the DLHE. If the appeal is approved, the candidate may only complete a maximum of 40 fieldwork hours at their place of employment.

Workplace Fieldwork Requirements:

- Successful completion of EDUC 607 Introduction to Higher Education and Student Affairs
- Currently hold a full-time position at an accredited college or university that allows deep exploration and practical experiences in the student's area of interest
- Have a site-mentor identified—mentors can be workplace supervisors or other higher education professionals within the institution. A site-mentor should be an individual that has the capacity to evaluate your work.
- Approval from your workplace supervisor

Candidates seeking to earn hours at their place of employment must submit a [Workplace Fieldwork/Practicum Proposal](#).

This Workplace Fieldwork Proposal is an additional requirement and does not replace any other required forms, such as placement forms, eligibility forms, or site agreements. With an approval, you will then proceed with submitting all other necessary documentation.

Regardless of approval, the candidate may not begin hours until the Site Mentor has submitted the Fieldwork Site Agreement Form, and a fully executed partnership agreement is in place between the University of Redlands and the site.

Requirements to Advance to Fieldwork

Candidates may begin their fieldwork experience as early as their second term of the program (1st Spring term), but candidates may determine the appropriate time and pace to explore fieldwork opportunities. Students must enroll in EDUC 666 while engaging in fieldwork experiences.

Candidates *must have the following completed* to advance to fieldwork:

- 1. Successful completion of EDUC 607 Introduction to Higher Education and Student Affairs**

- 2. Evidence of FERPA Training**

Higher education and student affairs professionals often handle sensitive information. The Family Educational Rights and Privacy Act (FERPA) protects the privacy and security of Personally Identifiable Information (PII) in student records. Students must be trained on FERPA basics to ensure an understanding of who may and may not access student records, when those records may be shared, and applicable exceptions to the FERPA requirement for consent.

Training can be completed at [FERPA 101: For Colleges & Universities](#)

- 3. A current Curriculum Vitae (CV) or Resume**

Fieldwork opportunities may come with an application and/or interview and the curriculum vitae and resume are an essential part of that process. Spend some time aligning your existing skills with the interests of the fieldwork sites you're seeking to work with.

Support is offered through the [Office of Career & Professional Development](#).

- 4. Approval from the Office of Licensures and Credentialing**

Final Steps Before Beginning Fieldwork

Students must wait until their EDUC 666 support course starts to begin hours at a site, including training or orientation. Once a candidate has confirmed their fieldwork site, the following must take place:

Fieldwork Site Agreement

The candidate must provide their confirmed Site Mentor with the Fieldwork Site Agreement Form link, so they may review mentor expectations and provide details about themselves and their site (<https://uredlandscentral.etrive.cloud?isAnonymous=true#form/431>). *Students may not be able to access this link, but site mentors will.* The candidate is responsible for having their qualified Site Mentor submit the form. By completing the form, the Site Mentor is verifying that they agree to take part in the candidate's fieldwork experience. It sets the understanding between the University of Redlands and the Site Mentor for the semester.

All higher education and student affairs students who are beginning or continuing in fieldwork will need to have their Site Mentor complete this Fieldwork Site Agreement Form. This form should be completed each semester, including if you are continuing with the same Site Mentor, as they must confirm their agreement for another semester.

This form should be completed no later than the final day to drop classes for the 14-week period of each semester enrolled in fieldwork. If you start a placement late, please have your Site Mentor complete this form as soon as possible before you continue with your placement.

Once this form has been submitted by your Site Mentor, you will receive an email with confirmation that your Site Mentor has successfully submitted the Fieldwork Site Agreement Form. The Office of Licensures and Credentialing (OLC) will then review your site and Site Mentor against the requirements and will provide additional information regarding eligibility to continue at this site.

The candidate is not permitted to count fieldwork hours at the site, including orientation or training, without a signed agreement approved by the OLC. You should not continue at this site without formal approval from OLC. Candidates will be notified once the fieldwork site agreement is approved. If you have not heard back within a reasonable timeline, please feel free to reach out at olc@redlands.edu.

Fieldwork Site Orientation

Candidates are expected to professionally connect with their Site Mentor prior to the start of their fieldwork experience and participate in a site orientation and other site-specific requirements before seeing counselees. This orientation/information session will enable the candidate to become acquainted with other stakeholders at the site and will provide the necessary site protocols and procedures.

Fieldwork Goals

Candidates are required to establish goals within the first two weeks of each semester of fieldwork, which are in alignment with the HESA program learning outcomes. Goals are initiated by the candidate using the [HESA Goals Form](#). The candidate should collaborate with their Site Mentor to establish fieldwork goals appropriate to the growth of the candidate and the needs of the fieldwork site. The student, fieldwork instructor, and site mentor will receive a pdf version of this form upon completion.

Fieldwork Policies

Professionalism

- A. The candidate will adhere to the schedule agreed upon with the Site Mentor. The candidate will arrive at their site prepared.
- B. The candidate will arrive at their placement site in professional attire and conduct. The candidate will follow the dress code policy of the site/district.
- C. While conducting fieldwork, 100% attendance is expected from the candidates. The candidate can be absent up to 5 days due to illness or emergency. However, fieldwork hours must be made up from all absent days. If the candidate misses more than 5 days, or absences become a disruption, the candidate will be removed from their placement.
- D. In the event of an absence, candidates need to notify their Site Mentor.

Evaluation

- E. The candidate will engage in frequent dialogues with the Site Mentor to receive direction and guidance. While many will be brief and informal, some may be lengthy. Candidates will be formally evaluated by their Site Mentor twice per semester.
- F. All evaluations will become part of the candidate's student file. These documents are not available to hiring officials. The candidate should keep copies of all evaluation forms for their own records.
- G. If a candidate engages in acts that result in suspension of clinical practice or dismissal, the School of Education will investigate. Egregious violations may result in an expedited dismissal from the counselor preparation program and/or placement.
- H. The Site and the University will provide the candidate with a fair process in the case of a dismissal, except when safety or compliance require immediate removal. This will include fair notice to the candidate of the cause, and an opportunity to be heard and respond to the charges before a decision is made.

Title IX

The University of Redlands is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If the candidate (or someone the candidate knows) has experienced or experiences any of these incidents, they should know that the University of Redlands has staff members trained to provide support in navigating campus life, accessing health and counseling services, providing academic accommodations, no contact orders, and more.

Please be aware that all University of Redlands faculty members and advisors are “responsible employees,” which means that if the candidate shares about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty must share that information with the Title IX Coordinator. Although faculty and advisors have to make that notification, the candidate will control how their case will be handled, including whether or not they wish to pursue a formal complaint. The candidate should be informed to make sure they are aware of the range of options available and have access to the resources.

The University of Redlands prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The notice of nondiscrimination is located on the University’s Title IX webpage, [here](#).

To report an incident, the candidate can contact the following:

- titleix@redlands.edu
- 909-748-8916

Candidates are Required to Report Legal Issues

Promoting the safety of children and maintaining integrity of the profession is a priority. Candidates must report charges, arrests, and convictions to the School of Education immediately. Reports should be made in writing to the [Office of Licensures and Credentialing](#). Upon receiving the disclosure, the School of Education will perform an investigation of the conduct giving rise to the charge, arrest, and/or conviction, and after completing the investigation, the School of Education will determine whether some form of disciplinary action is warranted. Failure to self-report may result in suspension or dismissal.

Fieldwork Hour Requirement Overview

Fieldwork hours are tied to the units of the fieldwork course EDUC 666 Practicum in Higher Education. 1 unit is affiliated with 40 hours of fieldwork. Students may enroll in 1, 2, or 3 units for the course depending on the number of fieldwork hours they intend to complete for that semester. In order to satisfy their fieldwork requirement, students must complete a minimum of 120 hours of fieldwork.

Documenting Fieldwork Hours

It is the responsibility of each candidate to fully document their fieldwork hours using the [Fieldwork Hour Log](#). Candidates should submit hours and ensure approval by their instructor. The candidate is required to ensure all fieldwork related items are completed each semester in order to receive a passing grade in the fieldwork class.

Fieldwork Forms

Before and during each fieldwork semester, candidates are responsible for submitting the required fieldwork forms. At the conclusion of each fieldwork semester, candidates must ensure that all logged hours and fieldwork forms have been fully approved.

Milestone	Form to Submit	Submitter	Form Workflow
You are ready to begin fieldwork.	Fieldwork Eligibility Form	Student	Those beginning fieldwork for the first time must submit an eligibility form before beginning fieldwork. No student should begin fieldwork without receiving approval via the Fieldwork Eligibility Form.
You have your placement confirmed and are starting with your Site Mentor.	Fieldwork Site Agreement Form	Site Mentor	Once your Site Mentor is confirmed or finalized, you will provide them with the Fieldwork Site Agreement Form link to complete at the beginning of <u>each</u> fieldwork semester. If you are continuing with the same Site Mentor, you will provide them again to confirm their agreement for another semester. Form can be found at https://uredlandscentral.etrieve.cloud?isAnonymous=true#form/431 . <i>Students may not be able to access this link, but site mentors will.</i>
You have started your fieldwork placement.	Fieldwork Goals Form	Student	After starting at your site, you will complete the form in collaboration with your Site Mentor and submit it. You, your fieldwork instructor, and your site mentor will receive a PDF copy from Etrieve.
You have started completing hours at your site.	Fieldwork Hour Log	Student	One fieldwork hour log should be submitted each week. You will log your fieldwork hours for each week on the same form and submit to your fieldwork course instructor for approval. Please consult with your Site Mentors and fieldwork course instructor if you have questions about how to track your hours.
You have reached the halfway point at your site.	Candidate Progress Check - Midterm	Student, then Site Mentor	You will initiate the midterm evaluation by completing a self-evaluation. When you submit, the form will be sent to your Site Mentor via e-mail for them to complete their portion of the evaluation. Once you submit the form, please inform your Site Mentor and connect with them to review your fieldwork hour logs submitted so far. You will receive a PDF copy from Etrieve once the form is completed by your Site Mentor.
You have reached the end of the semester.	Candidate Progress Check - Final	Student, then Site Mentor	You will initiate the final evaluation by completing a self-evaluation. When you submit, the form will be sent to your Site Mentor via e-mail for them to complete their portion of the evaluation. Once you submit the form, please inform your Site Mentor and connect with them to review your fieldwork hour logs submitted so far. You will receive a PDF copy from Etrieve once the form is completed by your Site Mentor.

Problem Solving Guidelines for Candidates

During the fieldwork experience, various challenging situations will arise. The candidate is expected to first address conflicts directly with the individuals involved. This is an expectation because collaborative relationships with others are a main component of higher education and student affairs professions. The candidate should next seek guidance from their Site Mentor and fieldwork course instructor.

Candidates should refer to the [NASPA Guiding Principles and Code of Ethics](#) and [ACPA Statement of Ethical Principles & Standards](#) for guidance and can also seek support from various individuals listed in the table below. Candidates have an ethical obligation to bring all concerns or issues to their Site Mentor first, as they are the qualified mentors who is overseeing decisions and their work in the field. These discussions should always be handled professionally.

Despite a Site Mentor's friendly demeanor, a power imbalance exists. Learning to manage this dynamic is a key part of fieldwork. If issues arise with the Site Mentor and you find it challenging to address them directly, consult the Office of Licensures and Credentialing, who will conduct an investigation into the matter.

Topic of Question or Concern	Consulting Individual
Fieldwork site policies or procedures	Site Mentor
Concern regarding a colleague or student	Site Mentor
Guidance on how to log fieldwork hours	Fieldwork Course Instructor or Office of Licensures and Credentialing
Conflict with Site Mentor	Site Mentor
Ethical concerns about the Site Mentor	Office of Licensures and Credentialing
Ethical concerns at the fieldwork site	Site Mentor
General guidance or academic discussion regarding fieldwork experiences	Fieldwork Course Instructor