Practicum in Student Affairs**
MA Student Handbook

Higher Education & Student Affairs
www.education.uiowa.edu/hesa

Department of Educational Policy
and Leadership Studies

The University of Iowa

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**This handbook applies to requirements of students in the Student Affairs track. Students in the Admin/Policy track should work with their advisor. Placement forms are due December 10 (for Spring) and May 10 (for Fall).
INTRODUCTION

This handbook is intended to serve as a resource for the completion of the Practicum in Student Affairs. Herein you will find descriptions of practicum and practicum seminar requirements, policies, administrative procedures, and suggestions for making the most of your practicum experience. As a Practicum student, you will be held accountable for the material included in this handbook. We know, however, the handbook cannot anticipate or answer every possible question regarding the Practicum in Student Affairs Practicum; please do not hesitate to contact the Practicum instructors or your advisor for additional information.

PRACTICUM REQUIREMENTS

The MA program in Higher Education & Student Affairs (HESA) requires supervised experiential coursework in the form of practica and assistantships. We require these experiences because of the faculty’s strong commitment to provide both in-class and out-of-class professional development for our students. Supervised experiential learning, including practica and internships, add breadth and depth to your development as a student affairs professional. Practical experiences obtained as a part of an MA program in Higher Education & Student Affairs should include developmental work with individual students; program planning, implementation, and evaluation; administration and supervision; exposure to diverse clientele; use of assessment and evaluation tools; familiarity with electronic technologies for communication and teaching; and the application of ethical guidelines. Specific outcomes to be achieved in Practicum in Student Affairs are described in Appendix A of this handbook.

In the following sections, guidelines for finding a practicum site and fulfilling your practicum requirements are described in the form of responses to “frequently asked questions” about practica.

How many credit hours and clock hours are needed to fulfill the practicum requirement?

Each HESA master’s student must complete a minimum of 3 semester hours (or 112.5 clock hours) of practicum – this is equivalent to 7.5 hours for 15 weeks. Most master’s students fulfill the practicum requirement by registering for EPLS:6333 (Practicum in Student Affairs) for 3 credits during the second semester of their first year in the HESA program. In addition to spending 7.5 hours per week at the practicum site, students attend the practicum seminar, as it is scheduled.

Of the 112.5 clock hours, at least 40% must be devoted to “direct service” to or with students. Examples of direct service include staffing a front desk for walk-in traffic, responding to student questions via e-mail, talking with students over the phone, meeting with student organizations, implementing an educational program, or meeting one-on-one with a student on career or academic issues. Please consult with the faculty supervisors with questions or concerns regarding recommended activities for “direct service” as each practicum site differs. In addition, weekly individual supervision meetings with the practicum site supervisor are required.

What are the prerequisites for the practicum experience?

A minimum of 3 semester hours of Helping Skills (EPLS:5278) must be taken before, or concurrent with, EPLS:6333 (Practicum in Student Affairs). These requirements may be waived by the supervising practicum faculty if appropriate. In addition, the placement must be approved by the supervising faculty. This approval will be based on the faculty member’s knowledge of the student’s readiness to work with students, and the appropriateness of the match between the site and the student.
What are the requirements for a practicum site supervisor?
Minimum standards for a practicum site supervisor are (1) a master’s degree (preferably from a comparable preparation program), (2) one year of professional experience in student affairs work, and (3) knowledge of, and commitment to fulfilling, the expectations of the HESA practicum experience. In addition, the HESA program requires that the ACPA and NASPA Ethical Guidelines are followed in the practicum setting. The supervising faculty will be available to the site supervisor for consultation as needed; site visits also will be arranged for the faculty and site supervisors to meet during the practicum experience. In addition, the site supervisor must complete a written end-of-term evaluation of your work (see Appendix A).

How many practica may I complete?
One 3-credit practicum is required for MA students, although students may enroll in up to 6 semester hours of additional – or “advanced” – practicum credit; the course number for Advanced Practicum is EPLS:7444. If, after the first practicum is completed, you wish to have an additional practicum experience, you may request to do so, but the advanced practicum must differ substantially from the first. You may, for example, complete an Advanced Practicum in an office different from that in which you conducted your first practicum experience, or you may take on a new role and new responsibilities in the same office in which you did your first practicum. The direct-contact requirement is looser for second practicum placements.

The curriculum allows for students to take additional practica, in the form of electives. A total of 9 experiential credits may count toward your degree requirements; this includes Advanced Practicum (EPLS:7444) as well as Practicum in College Teaching (EPLS:7380).

May I use previous experience or coursework to fulfill the practicum requirement?
Because the HESA program sets high standards for all components of practica and internships, transfer courses and professional experiences are acceptable as substitutes only if they meet or exceed these minimum program requirements and are approved by the HESA faculty. If your previous professional activities are deemed by the HESA faculty to meet standards for practicum credit, a waiver for the practicum course will be granted. However, the minimum semester-hour requirement for your degree will not be reduced. If you feel that transfer credit should be given, University of Iowa courses substituted, or waivers granted, discuss the situation with your advisor.

How and when should I select a practicum site?
All students who will enroll in EPLS:6333 in the spring are expected to participate in the HESA Practicum Fair. Practicum Fair is an opportunity for students to network with site supervisors about potential practica opportunities, and serves as the initial point of contact for students. After the fair, students should follow-up with site supervisors to formally express in the form of a cover letter and resume attached to an email. The selection process is up to each site; some sites conduct interviews while others exchange informal emails with students. It is up to each student to secure a site and submit the placement form (Appendix B) by the deadline.

Selecting an appropriate practicum site depends on a number of factors:
• In what sort of institution (e.g., small college, community college, large university) would you like to gain experience?
• With what clientele do you want to work?
• Do you have fairly specific career interests or are you interested in “trying out” possible endeavors?
• What sorts of skills do you want or need to gain? Do you want to develop a particular area of expertise, or are you interested in gaining a range of skills and knowledge?
• Are there particular competency areas you hope to develop that are outside the scope of your work?
at your assistantship?

Your answers to these – and other – questions will influence the practicum placement you decide to pursue.

You will receive information about potential practicum sites one week before Practicum Fair. In addition to established practicum sites, you also may develop a new practicum site (information about doing so follows this section). If you are uncertain about the nature of an agency or the duties involved, consider talking to the faculty practicum supervisor, your academic advisor, and/or the agency contact person to find out what kinds of activities and services you might expect. Current MA students may also provide useful information about their own practicum experiences, but keep in mind that every student’s needs and interests are different, and practicum sites change over time; past experiences are not always a good predictor of future experiences.

Once you have decided which sites are of interest to you, contact the sites and arrange an appointment for an interview with the supervising professional. In most cases, your first contact with a site should be a phone call or email, followed by a résumé and cover letter describing your interest in a practicum, the skills you would bring to the site, and the skills and knowledge you wish to develop during the practicum experience. Please review the Practicum Supervisor’s Handbook in advance of your interview so you will have a good idea of what kinds of responsibilities the supervisor will have if they agree to work with you as a practicum student.

Interviews for practicum and advanced practicum experiences should be treated as professional interviews. Professional attire is appropriate and you should prepare thoroughly for the interview. There is no prescribed format for a practicum site interview, but, at a minimum, you should expect to address: (1) what you hope to gain from a practicum at that particular site, (2) what you might contribute to the site, (3) expectations and opportunities the site and/or supervisor have for a practicum student, and (4) the extent to which the site is able to meet the needs and requirements of a practicum student. This means you should have done your homework about the site, your interests, your strengths, and your challenges.

Before the end of the semester prior to the one in which you plan to do a practicum, you should have a commitment for a practicum site and you should know:

- the training and orientation expected prior to the practicum,
- your starting date,
- the number of hours expected of you per week,
- who your site supervisor will be, and
- the process and criteria for your evaluation.

**Do I need a formal agreement with the practicum site?**

You will need to obtain the signature of your practicum site supervisor on a “Verification of Practicum” form (see Appendix B) and present the form to the practicum faculty supervisor by the date designated by her. This is usually before the end of the semester prior to the one in which you will be a practicum student. This form will serve as a formal agreement between you and the site supervisor that you will work as a practicum student at that site.

**How can I develop a new Student Affairs practicum site?**

New practicum settings become available on a regular basis, often at the request of students seeking participation in an area of student affairs work of special interest to them. If you have a suggestion for a
new site, or want to explore creating a practicum in a site that has not had a student affairs practicum student in a while, please contact the practicum faculty supervisor. There may be a good reason our students are not there.

**What is the role of practicum faculty?**
All experiences associated with EPLS:6333 – both in-class and out-of-class – are coordinated and supervised by HESA faculty. These faculty work with students to obtain practicum sites, assist practicum site supervisors as needed, meet with students and site supervisors during the course, plan and implement the Spring practicum seminar, and evaluate all practicum students.

**What is the purpose of the practicum seminar?**
The practicum seminar is designed as a student-centered learning experience which integrates previous and concurrent classroom learning with the on-site practicum experience. The content and requirements of the seminar will vary according to the priorities of the faculty and students involved, but each is intended as a group supervision experience. Seminar activities could, for example, include a focus on some or all of the following educational outcomes:

- A professional orientation to student affairs work
- Application of theories to practice
- Familiarity with current local institutional issues that affect practical experiences
- Familiarity with current national issues related to student development
- Individual and group problem solving skills
- Knowledge and understanding of the role of student service agencies in the institution, and for the fulfillment of the institutional mission.
- Reflection on out-of-class learning.

The seminars meet once per week; attendance is required, and expectations for this course are no different than for other graduate courses. Please refer to the appropriate schedule of courses (on ISIS) for the time and place of your practicum seminar. The seminar faculty will consider your completion of the practicum site requirements and seminar requirements, as well as the evaluation of your site supervisor, in determining your grade for the course.

**How should I keep track of my hours?**
Students are expected to keep track of their practicum hours and activities; your site supervisor might have a particular format for noting hours. A sample student log can be found in Appendix C. The Evaluation form (Appendix A) should be completed at the end of your practicum semester. This will serve as verification that have completed the hours necessary for the practicum.

**How is the practicum graded?**
At the end of the semester, your faculty practicum supervisor will schedule a meeting with you and your site supervisor for the purpose of summative evaluation. Prior to this meeting, you and your site supervisor should meet to discuss his or her evaluation of your performance in the practicum (see Appendix A). **Your final grade is based on the combined strength of your on-site supervisor's evaluation, your faculty advisor's performance assessment, and your work in the seminar.**

**How can I get the most from the practicum?**
It is your responsibility as a practicum student is to become actively engaged in your own learning at the practicum site. Get to know your supervisor and the other staff members, familiarize yourself with pertinent literature, and prepare to develop the competencies and skills that would be required of an entry-level professional at your site.
Professional standards and ethical conduct are expected of you. Confidentiality must be observed when dealing with students and in other appropriate situations. Also, you are expected to participate in the normal routines and customary practices of the office, even if they sometimes seem mundane.

One of the first requirements of your practicum is the development – with your site and faculty supervisors – of goals and objectives for your practicum experience. Your goals should be outcome-oriented; they should identify and describe the outcomes you desire as a result of your practicum; the objectives will identify the strategies you will use to accomplish your goals, including the tasks you will perform, your time commitment and work schedule, work area (i.e., desk, office space, and resources for your use), lines of reporting and authority, relevant reading, and meeting times with your on-site supervisor. The practicum faculty will provide information about how to set appropriate and useful practicum goals. At midterm, you and your supervisor should review your goals and objectives and assess your progress toward achieving them. No one is served when the end-of-the-semester meeting brings surprises about your performance!

Regular meetings with your site supervisor also are important for making the most of your experience. They give you an opportunity to ask questions about the office and the tasks at hand, establish or redefine your role and objectives, and/or discuss problems. Meetings are also a way for your site supervisor to inform you about professional concerns and opportunities.

**What is the difference between a practicum and an internship?**

In general, the practicum is the introductory experience to student affairs professional work and is designed to provide a safe environment to help you explore and develop professional skills and a professional orientation. You should begin to learn about applying student affairs theory to practice, problem solving skills, and local/national issues confronting the profession. The practicum is usually unpaid, usually completed in one semester, and requires that students take Helping Skills (EPLS:5278) concurrently or prior to enrollment in the practicum seminar (EPLS:6333).

Students in the HESA program may not be compensated by The University of Iowa for an experience which accrues academic credit. Pay for an off-campus, credit-bearing experience is permissible.

The HESA MA internship is typically a year-long experience that occurs in your second year. The purpose of the internship is to add depth to your professional experience and facilitate your development as a professional. This includes developing leadership skills, job search techniques, and professional identity. The HESA internship requires site supervision by a professional in the field, and the completion of 600 clock hours at the internship site. Pre-requisites for internship include the successful completion of (1) 3 semester hours of EPLS:6333 and (2) Multiculturalism in Higher Education (EPLS:5247).

**Is a summer practicum possible?**

The first practicum experience – your first 3 semester hours of EPLS:6333 – must be completed in the spring semester of your first year in the HESA MA program. Some HESA MA students have accumulated hours toward an advanced practicum in the summer between their first and second years in the program, but only when a supervising faculty member is available to serve as a supervisor.
APPENDIX A: Higher Education and Student Affairs
Student Evaluation (Practicum)

The following skills, knowledge, and behaviors are desired educational outcomes of the HESA Program. Practicum supervisors should complete this evaluation and use it in the final meeting with the faculty and student. Because the following skills, knowledge, and attitudes are relevant, if not essential, to effective entry-level professional activities, please evaluate the practicum student on your observation of the following. We recognize you may not have had the opportunity to observe them all.

Rating Scale:
1 = needs significant improvement
2 = below average for professionals-in-training
3 = average for professionals-in-training
4 = above average
5 = excellent / on par with experienced professionals
NA = not applicable / did not have an opportunity to observe

I. Advising and Helping
___ Exhibits active listening skills (e.g., appropriately establishes interpersonal contact, paraphrases, summarizes, questions, encourages, avoids interrupting, clarifies).
___ Establishes rapport and forms appropriate relationships with students, colleagues, and others.
___ Facilitates reflection to make meaning from experience.
___ Understands and uses appropriate nonverbal communication.
___ Strategically and simultaneously pursues multiple objectives in conversations with students.
___ Facilitates problem-solving.
___ Facilitates individual decision-making and goal-setting.
___ Challenge and encourage students and colleagues effectively.
___ Knows and uses referral sources (e.g., other offices, outside agencies, knowledge sources).
___ Identifies when and how to implement appropriate crisis management and intervention.
___ Maintains an appropriate degree of confidentiality, facilities the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.
___ Recognizes the strengths and limitations of one’s own worldview on communication with others (e.g. how terminology could either liberate or constrain others with different identities).
___ Actively seeks out opportunities to expand one’s own knowledge and skills in helping students with specific concerns and as well as interfacing with specific populations within the college environment.

II. Assessment, Evaluation, & Research
___ Differentiates among assessment, program review, evaluation, planning, and research and the methodologies appropriate to each.
___ Effectively articulates, interprets, and uses results of assessment, evaluation, and research reports and studies, including professional literature.
___ Facilitates appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.
___ Assesses trustworthiness and other aspects of quality in qualitative studies and assesses the transferability of findings to current work settings.
___ Assesses quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to sampling, validity, and reliability.
___ Explains the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.
___ Explains to students and colleagues the relationship of AER processes to learning outcomes & goals.
___ Identifies the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to the organizational hierarchy.
___ Aligns program and learning outcomes with organization goals and values.

III. Equity, Diversity, and Inclusion
___ Identify the contributions of similar and diverse people within and to the institutional environment.
___ Integrate cultural knowledge with specific and relevant diverse issues on campus.
___ Assess and address one’s own awareness of EDI, and articulate one’s own differences and similarities with others.
___ Demonstrate skills associated with EDI by participating in activities that challenge one’s beliefs.
___ Facilitate dialogue effectively among disparate audiences.
___ Interact with diverse individuals and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.
___ Recognize the intersectionality of diverse identities possessed by an individual.
___ Recognize social systems and their influence on people of diverse backgrounds.
___ Articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals.
___ Use appropriate technology to aid in identifying individuals with diverse backgrounds as well as assessing progress towards successful integration of these individuals into the campus environment.
___ Design culturally relevant and inclusive programs, services, policies, and practices.
___ Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment.
___ Analyze the interconnectedness of societies worldwide and how these global perspectives affect institutional learning.

IV. Ethical Professional Practice
___ Articulate one’s personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.
___ Describe the ethical statements and their foundational principles of any professional associations directly relevant to one’s working context.
___ Explain how one’s behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes.
___ Identify ethical issues in the course of one’s job.
___ Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with more experienced supervisors and/or colleagues, consultation with an association’s Ethics Committee).
___ Assist students in ethical decision making and make referrals to more experienced professionals when appropriate.
___ Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.
___ Appropriately address institutional actions that are not consistent with ethical standards.
___ Demonstrate an ethical commitment to just and sustainable practices.
V. History, Philosophy, and Values
___ Describe the foundational philosophies, disciplines, and values on which the profession is built.
___ Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.
___ Describe the various philosophies that define the profession.
___ Demonstrate responsible campus citizenship.
___ Describe the roles of both faculty and student affairs educators in the academy.
___ Explain the importance of service to the academy and to student affairs professional associations.
___ Articulate the principles of professional practice.
___ Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.
___ Explain the role and responsibilities of the student affairs professional associations.
___ Explain the purpose and use of publications that incorporate the philosophy and values of the profession.
___ Explain the public role and societal benefits of student affairs and of higher education generally.
___ Articulate an understanding of the ongoing nature of history and one’s role in shaping it.
___ Model the principles of the profession and communicate the expectation of the same from colleagues and supervisees.
___ Explain how the values of the profession contribute to sustainable practices.

VI. Human and Organizational Resources
___ Describe appropriate hiring techniques and institutional hiring policies, procedures, and processes.
___ Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.
___ Explain how job descriptions are designed and support overall staffing patterns in one’s work setting.
___ Design a professional development plan in one’s current professional position that assesses one’s strengths and weaknesses in one’s current position, and establishes action items for fostering an appropriate level of growth.
___ Explain the application of introductory motivational techniques with students, staff, and others.
___ Describe the basic premises that underlie conflict in organizational and student life and the constructs utilized for facilitating conflict resolution in these settings.
___ Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.
___ Articulate basic accounting techniques for budgeting, monitoring, and processing expenditures.
___ Demonstrate effective stewardship and use of resources (i.e. financial, human, material).
___ Use technology with respect to maximizing the efficiency and effectiveness of one’s work.
___ Describe environmentally sensitive issues and explain how one’s work can incorporate elements of sustainability.
___ Develop and disseminate agendas for meetings.
___ Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings.
___ Recognize how networks in organizations play a role in how work gets done.
___ Understand the role alliances play in the completion of goals and work assignments.
___ Describe campus protocols for responding to significant incidents and campus crises.
___ Explain the basic tenets of personal or organizational risk/liability as they relate to one’s work.
VII. Law, Policy, and Governance

___ Explain the differences between public and private higher education with respect to the legal system and what they may mean for students, faculty, and staff at both types of institutions.
___ Describe the evolving legal theories that define the student-institution relationship and how they affect professional practice.
___ Describe how national constitutions and laws influence the rights that students, faculty, and staff have on public and private college campuses.
___ Explain the concepts of risk management and liability reduction strategies.
___ Explain when to consult with one’s immediate supervisor and campus legal counsel about those matters that may have legal ramifications.
___ Act in accordance with federal and state laws and institutional policies regarding nondiscrimination.
___ Describe how policy is developed in one’s department and institution, as well as the local, state/province, and federal levels of government.
___ Identify the internal and external special interest groups that influence policy makers at the department, institutional, local, state/province, and federal levels.
___ Describe the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality.
___ Describe the governance systems at one’s institution, including the governance structures for faculty, staff, and students.
___ Describe the system used to govern or coordinate one’s state/province system of higher education, including community college, for-profit, and private higher education.

VIII. Leadership

___ Describe how one’s personal values, beliefs, histories, and perspectives inform one’s view of oneself as an effective leader.
___ Identify one’s strengths and weaknesses as a leader and seek opportunities to develop skills.
___ Identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.
___ Identify basic fundamentals of teamwork and teambuilding in one’s work setting and communities of practice.
___ Describe and apply the basic principles of community building.
___ Use technology to support the leadership process (e.g., seeking input or feedback, sharing decisions, posting data that support decisions, using group-support website tools).
___ Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one’s work.
___ Articulate the vision and mission of the primary work unit, the division, and the institution
___ Explain the advantages and disadvantages of different types of decision-making processes (e.g., consensus, majority vote, and decision by authority).
___ Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.
___ Identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions.
___ Explain the effect of decisions on diverse groups of people, other units, and sustainable practices.
___ Articulate the logic used in making decisions to all interested parties.
___ Exhibit informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.
___ Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings.
IX. Personal Foundations
___ Identify key elements of one’s set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities).
___ Identify one’s primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one’s strengths and limitations.
___ Describe the importance of one’s professional and personal life to self, and recognize the intersection of each.
___ Articulate awareness and understanding of one’s attitudes, values, assumptions, biases, and identity as it affects one’s work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one’s beliefs.
___ Recognize and articulate healthy habits for better living.
___ Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.
___ Identify and describe personal and professional responsibilities inherent to excellence.
___ Articulate meaningful goals for one’s work.
___ Identify positive and negative effects on psychological wellness and, as appropriate, seek assistance from available resources.
___ Recognize the importance of reflection in personal and professional development.

X. Student Learning and Development
___ Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
___ Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.
___ Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).
___ Identify the limitations in applying existing theories and models to varying demographic groups.
___ Articulate one’s own developmental journey and identify one’s own informal theories of student development and learning (also called “theories-in-use”) and how they can be informed by formal theories to enhance work with students.
___ Generate ways in which various learning theories and models can inform practice.
___ Identify and construct learning outcomes for daily practice as well as teaching and training activities.
___ Assess teaching, learning, and training and incorporate the results into practice.

XI. Social Responsibility/Civic Engagement
___ Is aware of major public policy issues, debates and decisions at the national, state, and local levels (e.g., national security, immigration, environmental protection).
___ Understands philosophical, political, demographic, economic, and social justice issues relating to higher education at the national, state, and local levels.
___ Has knowledge of major campus policy and strategy issues, debates and decisions (to the extent that information about them is available).
___ Makes and models active, effective contributions to the well-being of communities (campus, local, professional, state, and/or national), including contributions beyond the requirements of the job description.
___ Exhibits informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.
XII. Teaching
___ Identifies ways in which the learning environment can be more inclusive in structure and style.
___ Generates ways in which various learning theories/models can inform practice.
___ Identifies and constructs learning outcomes.
___ Shapes the environment to meet the learning outcomes.
___ Assesses teaching, learning, and training and incorporates the results.
___ Understands and can apply various theories related to learning, motivation, and effort.

In general, how would you rate the student’s effectiveness as a practicum student in your office?
(circle comment that is most accurate)

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td></td>
<td>Poor</td>
<td>Below Average</td>
<td>Average</td>
<td>Above average</td>
<td>Excellent</td>
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<tr>
<td></td>
<td>Did not meet minimum expectations</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Please elaborate on any of the above ratings as needed:

In what areas did you see the student learn, improve, and/or develop skills and knowledge?

In what areas should the student strive to improve?

Other comments:

What, if any, recommendations do you have for the faculty regarding the practicum experience/course?

___________________________________________________________________________________

Site Supervisor's Name __________________________ Signature __________________________ Date __________________________

___________________________________________________________________________________

Student’s Name __________________________ Signature __________________________ Date __________________________

Return, signed by all parties, to the supervising faculty.
APPENDIX B

Practicum in Student Affairs – Verification of Practicum Site

The HESA MA program requires students to complete at least one supervised practicum. This form documents the agreement to a practicum site and supervision between the following student and site supervisor:

Student Name:

Supervisor Name:

Term of Practicum:

Site/Agency Name:

Site/Agency Address:

Short Description of Practicum:

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*Submitting this form to the supervising faculty implies that there is agreement between the student and the site supervisor about the specific terms of the practicum experience.*
**APPENDIX C. Sample Time Log**  
*Susan Jones*  
*Career Leadership Academy*  
*Spring 2015*

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Direct Contact</th>
<th>Total</th>
<th>Administrative Work</th>
<th>Total</th>
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<td>January 20</td>
<td>Orientation to office</td>
<td></td>
<td></td>
<td>9-12:30</td>
<td>3.5</td>
</tr>
<tr>
<td>January 21</td>
<td>Shadow Kelley in advising appt</td>
<td>1:00 – 4:00</td>
<td>3.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meet with Kelley to discuss advising appt</td>
<td></td>
<td></td>
<td>4:00 – 5:00</td>
<td>1.0</td>
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<tr>
<td>January 22</td>
<td>Drop-in hours for CLA students</td>
<td>11:00 – 1:00</td>
<td>2.0</td>
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<td></td>
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<td>Staff meeting for CLA Staff and interns</td>
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