



**College of Community
Innovation and Education**

Department of Educational Leadership and Higher Education

PRACTICUM SYLLABUS FOR COLLEGE STUDENT PERSONNEL SERVICES (PART 1)

Higher Education & Policy Studies Program

EDH 6947

3 Credit Hours

This information serves as a template for the syllabus of this class. Each instructor will change it according to his/her professional opinion, if necessary.

Instructor

TBA

Seminar meeting times

Dates and Times: TBA

Office Hours

Dates and Times: TBA

Course Rationale and Description

The practicum provides an opportunity for observation of student personnel administration and also supervised learning experiences. The practicum should be taken after the student's first term of enrollment and requires prior approval by the student's advisor. The format of our meetings will be the seminar and we will meet approximately every three weeks. A *seminar* generally, brings together a small group of students who will focus their energy on the discussion of some particular subject, in which everyone present is requested to actively participate. You will be expected to bring into the seminar your observations on the 'way things are done' in your office for examination and discussion with your peers within a commitment to confidentiality, teachability and integrity. We will strive to create a community of learners who are committed to excellence in professional conduct. Therefore, the seminar will move back and forth between independent adult learning principles, experiential learning, and self-directed evaluation. As a faculty member I am aware that the seminar structure can be difficult for students with limited professional experience and coursework. However, I am also convinced that one of the powers of the seminar is the peer-to-peer teaching and learning regarding the many ambiguous observations at the practicum site.

Required Texts

1. Maxwell, J. (1999). *The 21 indispensable qualities of a leader*. Nashville, TN: Maxwell Motivation, Inc. (Available at most popular bookstores or via www.thomasnelson.com).
2. Higher Education Practicum Part 1, Part 2, Part 3.

Course Objectives

- a. becoming familiar with the mission, goals, procedures and functions of services and/or programs;
- b. extending knowledge to the services assigned and other services through readings, lectures, and discussions;
- c. becoming familiar with professional associations and literature affiliated with the services assigned; and,
- d. becoming socialized into the profession of student personnel administration.

Course Requirements

1. Practicum Manual. You are expected to read and comply with the Manual.
2. Final Paper and Time Log. The requirements for this paper are:
 - A brief introduction (1-2 pages) providing descriptive information of the area, department or office where the practicum was completed.
 - Reflections (3-6 pages) on the work the student did in the practicum and perceptions of what has been learned from the experience.
 - A conclusion (1-2 pages) in which the student analyzes the contributions of this experience to her/his career goals and to their understandings of the field.
 - A time log should be attached to the paper (date, times, activity/ies) showing how the 100 hours were spent.

Reasonable accommodation policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate the educational experience.

Student Code

Make sure that you understand that the Student Code is applicable at the graduate level. Issues of academic integrity and honor must guide your studies. For a copy of the Code please see the UCF web page.

Grades

Course grades will be derived as follows:

On-site experience: 60 Points

Seminar participation, written reports: 40 Points

Class material is subject to change depending upon the availability of guest speakers and time spent on certain topics and needs of class members. Changes may occur to the current syllabus and will therefore be announced in class and are binding to everyone whether you are in class or not.

Course Schedule

Session 1	Course introduction and overview
Session 2	NO face-to-face meeting Practicum application due
Session 3	Seminar: Five unwritten laws of your office <i><u>Task:</u> Based on your observations, jot down five informal or unwritten rules in your office. Even though these rules do not appear written in any manual or policy book, every single member seems to understand what these are. These rules are followed as if they were 'constitutional laws.'</i> Assigned reading: Chapters 1-7
Session 4	NO face-to-face meeting Midterm Supervisor evaluation due Midterm Student evaluation due
Session 5	Seminar: Five unanticipated fortunes of your office <i><u>Task:</u> Based on your observations, jot down five informal unanticipated fortunes in your office. 'Fortunes' are wonderful or awesome things that you observe. These fortunate events (dynamics or interactions) have not been dictated by anyone. Fortunate events exist 'just because.'</i> Assigned reading: Chapters 8-14

Session 6

Seminar: Five inevitable calamities of your office

Task: Based on your observations, jot down five calamities in your office. 'Calamities' are terrible or ugly things that you observe. These calamities (events, dynamics or interactions) have not been dictated by anyone. Members of the office are very well aware of these calamities but no one talks openly about these awful things. Nor is anyone going to do anything about these circumstances.

Assigned reading: Chapters 15-21

Final paper and time log due

Final Supervisor Evaluation due

Final Student Evaluation due



**College of Community
Innovation and Education**

Department of Educational Leadership and Higher Education

PRACTICUM MANUAL FOR COLLEGE STUDENT PERSONNEL SERVICES (PART 2)

Higher Education & Policy Studies Program

EDH 6947

3 Credit Hours

Introduction

A practicum is a supervised fieldwork experience in which a professional guide instructs and supervises the student's introduction to a particular functional area or project. It offers the opportunity to gain additional insights into a particular office or program by focusing on specific issues, problems, concerns and demands of that particular unit.

This program requires students to complete a supervised practicum that totals a minimum of 100 clock hours. The practicum provides an opportunity to perform, on a limited basis and under supervision, some of the activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the profession role to which the student is aspiring.

Students should note that each practicum experience is tailored to specific academic and career considerations. Therefore, comparisons among students regarding the assignments of credit hours/or placement are inappropriate.

A practicum seminar may be required and is implemented at the discretion of the Faculty Practicum Supervisor. The purpose of this seminar is to offer students an opportunity to discuss and share learning insights related to their job assignments in a group setting.

Expectations and guidelines

1. The student's practicum includes 100 clock hours of credit. The suggested breakdown of these hours are as follows:
 - 35 hours of face-to-face interaction with students
 - 15 hours (1 hour per week of supervision with on-site supervision)
 - 23 hours (1 ½ hours per week of group supervision)
 - 27 hours of flexible time (including seminars)
2. Students may explore two placement settings during the 100-clock hour experience.
3. Student is required to complete a practicum (3 credit hours total) prior to registration for EDH 6946, Higher Education Internship.
4. Final Paper and Time Log. The requirements for this paper are:
 - A brief introduction (1-2 pages) providing descriptive information of the area, department or office where the practicum was completed.
 - Reflections (3-6 pages) on the work the student did in the practicum and perceptions of what has been learned from the experience.
 - A conclusion (1-2 pages) in which the student analyzes the contributions of this experience to her/his career goals and to their understandings of the field.
 - A time log should be attached to the paper (date, times, activity/ies) showing how the 100 hours were spent.
5. Attend scheduled seminars and comply with the activities listed on the syllabus.
6. Schedule a meeting with your supervisor to discuss the Practicum Manual.
7. The supervisor must:
 - a) Have a minimum of a master's degree relevant to the program emphasis area;
 - b) Have a minimum of two years of pertinent professional experience;
 - c) Be appraised of the program's expectations, requirements and evaluation processes; and;
 - d) Be willing to take responsibility for the practicum consistent with these requirements.

The site supervisor agrees to supervise the student under these conditions: The student will be able to study the broad scope of, and perform, some of the usual activities that a regularly employed staff member in the setting would be expected to perform. This will be accomplished through observation and participation in a variety of individual and group activities with clientele appropriate to the student's program emphasis.

RESPONSIBILITIES OF THE GRADUATE STUDENT

To register for and participate in a practicum, the graduate student should follow the procedures listed below:

1. In conjunction with the on-site supervisor, complete the Practicum Contract (see Appendix A) and return it to the Faculty Practicum Supervisor for review and approval.
2. Maintain a journal noting the experiences and insights related to your growth as a professional. The frequency of the entries in the journal will be:
_____ Weekly
_____ Monthly
_____ Other

The journal must address the issues listed on the Reflective Journal Guidelines appearing at the end of this manual.

3. Attend the Practicum Seminar with the Faculty Practicum Supervisor as required.
4. Be professional, ethical, and maintain confidentiality at all times while at the Practicum Site.
5. Be responsible for his/her own health and accident, automobile, and professional liability insurance, since it is not provided by the Practicum Site or the University.
6. Be responsible for paying for travel to and from the Practicum Site.
7. Complete and discuss with the supervisor the Student Evaluation of Practicum Experience form (see Appendix C) and encourage him/her to forward it to the Faculty Practicum Supervisor by the required date.
8. Adhere to the policies, procedures, programs, and operating standards of the Practicum Site, the Golden Rule, and Council for the Advancement of Standards (CAS) in Higher Education (See <http://www.cas.edu/>).
9. Read Academic Linkages at the end of this manual.
10. Notify the Faculty Practicum Supervisor and Practicum Site Supervisor immediately if the student elects to discontinue the practical experience. A detailed justification must be provided to each of them. One evaluation will be during mid-semester and the second at the end of it.
11. Keep copies of all documents, especially evaluations.

Any student lacking practical experience who does not participate in the practicum should not expect to receive recommendations for professional positions.

RESPONSIBILITIES OF THE ON-SITE SUPERVISOR

1. Explain the goals, objectives, and operational policies of 1) the department, 2) the institution, and 3) the field. (Read Academic Linkages at the end of this manual).
2. Discuss the student's goals and needs in choosing that department/office as a Practicum Site and how those goals and needs may be harmonized with the goals and needs of the department/office.
3. Interpret the specific purposes of the practicum to the staff and encourage cooperation in creating a positive educational experience for the student.
4. Integrate the student as much as possible into the overall operation of the department/office so he/she feels part of the staff.
5. Discuss expectations such as time on the job, participation in staff meetings, supervisory time, and other responsibilities. Supervisors should excuse students from work time to attend the Practicum Seminar Sessions with the Faculty Practicum Supervisor.
6. Discuss the criteria for evaluating the accomplishment of the practicum goals and how the final evaluation will be conducted (see Supervisor Evaluation of Practicum Experience, see Appendix B).
7. Once an agreement on goals and activities for the practicum has been reached, sign the Practicum Contract along with the student and return to the Faculty Practicum Supervisor for signature and credit approval.
8. Schedule regular meetings with the student to discuss programs and to receive observations and reactions to the experience.
9. If needed, consult with the Faculty Practicum Supervisor during the semester concerning the student's performance or any other related problems.
10. Complete and discuss with the student the two evaluations of the practicum and request his/her own evaluation of the experience. One evaluation will be during mid-semester and the second at the end of it.
11. Submit evaluation forms to the Faculty Practicum Supervisor at the end of the semester, so that a final grade may be submitted.

RESPONSIBILITIES OF THE FACULTY PRACTICUM SUPERVISOR

1. Communicate with various departments/offices in which students can gain meaningful experiences to identify possible practicum sites. Work with the on-site supervisors to produce written descriptions and potential opportunities and experiences for each practicum site. Provide all on-site supervisors with an electronic copy of the Practicum Guidelines.
2. Develop a list of practicum sites available, specific descriptions, and names of on-site supervisors.
3. Coordinate with all students their interests in particular practicum sites.
4. Develop a syllabus for the Seminar. Assess student interests in topics for the workshop sessions.
5. Communicate with the on-site supervisors regarding the completion and submission of evaluation forms by the deadline.
6. Collect the evaluation forms, discuss the overall experience with the students and submit final grades.
7. Be available for students to discuss possible conflicts or problems related to their practicum assignment. If appropriate, discuss the problem with the on-site supervisor.
8. Solicit feedback from participating on-site supervisors to discuss their perceptions and experiences and share any feedback provided by the students of their experiences. Provide participating on-site supervisors an opportunity to ask questions and to provide recommendations to improve the practicum experience in the future.

Evaluation

There are two types of evaluation for this course; the first by the on-site supervisor, the second is an evaluation of required reports and participation in the seminars by the course instructor.

Grading

Course grades will be derived as follows:

On-site experience: 60 Points

Seminar participation, written reports: 40 Points

100-90 Points = A

89-80 Points = B

79-70 Points = C

69-60 Points = D

Less than 59 Points = F

Reflection Journal Guidelines

Your graduate education is an intellectually stimulating, intense experience filled to overflowing with challenging ideas and intriguing concepts – but never enough time for reflection. Consequently, we require you to maintain a journal that will document your experiences and insights on your practicum.

At a minimum, you should reflect on the three issues/themes/concerns (celebrations or challenges) that have been paramount in the practicum experience. What you learned this week or month – about yourself, the practicum, the students, and your supervisor? Your reflections will provide the basis for the conversations with your Faculty Practicum Supervisor.

Begin by considering the following issues to stimulate your thinking as you record your thoughts and feelings throughout your graduate career. Address other issues as appropriate.

- What professional skills do I want to enhance? What additional experiences should I try?
- What ideas from class would I like to try out in my practicum?
- What are my successes and challenges? Why? What would I do differently? Why?
- How has the application of development theory or administration models helped or hindered my understanding of this practicum?
- Am I satisfied with the ways in which I balanced my responsibilities – my practicum, my courses, and self? How was I able to accomplish this? What can I improve?
- What is the working climate at my practicum site? Am I a valued team member of the staff? If so, how did my professional co-workers and/or supervisor convey that feeling to me? If not, why not?
- Can I trace my accomplishments so that I am ready to document my strengths to my future employers and on my resume?
- What ideas from class do I want to talk over with my Practicum Supervisor, or with my Faculty Practicum Supervisor?
- What would I do differently next time? What recommendations do I have for the Faculty Practicum Supervisor?

Submit your journal entries to the Faculty Practicum Supervisor on these dates:

SACSA

Southern
Association for
College
Student
Affairs

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ACADEMIC LINKAGES

INTERNSHIPS: A VITAL LINK

Barbara A. Mann, Associate Professor of Higher Education

Florida State University

An old proverb holds that “I hear and I forget; I see and I remember; I do and I understand.” The internship, a vital link between the practicing student affairs professional and the graduate preparation program, puts that proverb into practice. The proverb underscores the importance of applying theory and knowledge in an actual work setting for the graduate student to achieve learning and mastery.

The internship, or practicum, is an integral and important part of the student’s total learning experience. The experiences are carefully selected by the student and major professor to add breadth and depth to the student’s overall program. The internships are usually selected because they relate to the student’s career goals or broaden the student’s background for work in student affairs. For the graduate student, the “hands-on” experience in the internship provides the opportunity to apply theory to practice, observe how a student affairs office “really works”, observe role models for professional behavior, develop and refine a personal philosophy of student affairs and working with students, and, in general, continue development in critical thinking, analysis, and synthesis skills. A good internship can be a totally integrative experience for the student.

There are benefits as well for the student affairs offices which become sites for internships. The busy office enjoys the services of an eager, energetic, extra hand to help with all the projects that need to be done. The graduate student is often looking for an experience with direct contact with students to put into practice the theories and knowledge from the classroom and can be very helpful with advising groups and developing programs. The graduate student can make suggestions that can help make the office a more effective unit in the student affairs division and on the campus. Internship supervisors have the opportunity to contribute to the professional growth and development of a new professional and can be very influential at this stage of the intern's development.

The graduate student and major professor look for key elements in an internship site. Good supervision is often the highest priority. A good supervisor will set clear expectations, help the student determine reasonable responsibilities to meet the student's goals and the goals of the office, make an assignment of specific duties to the intern, give regular performance appraisals with the student's professional and personal development in mind, talk with the student about relationships with other offices and how to get things done in the college or university (practical politics), and consult with the student's major professor about any concerns and exceptional work performed by the student. Some supervisory functions are descriptive of mentoring, and many graduate students find an internship supervisor who becomes a mentor to them.

Another key element is a significant task or project that is the student's responsibility. The graduate students need a project that will enable them to practice what they are learning in their classes and show what they can do. Collating, stapling, and stuffing envelopes when everyone in the office is involved in a major project becomes part of the internship experience, but the meaning of the experience for the student is in organizing leadership awards night, advising the IFC scholarship committee, developing a new program on sexual abuse issues, developing a handbook for student organizations, or providing student information sessions for the student rights and responsibilities office. Offices which provide the opportunity for these and similar experiences are more likely to be chosen as internship sites. These experiences provide the "I do and I understand" portion of the proverb.

As the supervising faculty member, I often see exciting personal development for the student when the student and the internship provider from student affairs are engaged in significant activities and good supervision. I also see professional staff members who are excited about the work and the personal development of graduate interns. One role of a professional is to develop the next generation of professionals. It is from this role that internships provide the vital link between student affairs professionals and graduate programs.

Few campuses have graduate preparation programs for a steady supply of graduate interns. We welcome internship sites on other campuses. Graduate students need experience in

different settings and sizes of institutions. Contact a nearby graduate program; your campus can be a site for making the proverb a reality.

**“I HEAR AND I FORGET;
I SEE AND I REMEMBER;
I DO AND I UNDERSTAND”**

Anonymous

Desire to learn counts more than any
other qualification, and seriousness
more than brilliance.

Dr. Rosa Cintrón



**College of Community
Innovation and Education**

Department of Educational Leadership and Higher Education

PRACTICUM FORMS FOR COLLEGE STUDENT PERSONNEL SERVICES (PART 3)

Higher Education & Policy Studies Program

EDH 6947

3 Credit Hours

University of Central Florida

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Appendix A

University of Central Florida
Higher Education & Policy Studies Program

**EDH 6947: Practicum in College Student Personnel Services
Practicum Pre-Approval Form (Due TBA)**

Complete Student Information (see below):

1. Full Name: _____
2. Primary contact phone number: _____
3. Secondary contact phone number: _____
4. Primary email address: _____
5. Mailing Address:

6. Are you a University Employee?
_____ No
_____ Yes: Department/Office Name: _____
7. Do you currently hold a Graduate Assistantship?
_____ No
_____ Yes: Department Name: _____
Contact person: _____

Do you expect to be at your current Assistantship during your practicum?
_____ Yes _____ No _____ Do not know

List 2 possible practicum sites and the contact person for each site listed.

Site (provide site name and its location)

Contact person information

Please initial each of the statements below, indicating that you have read and understand your responsibilities regarding the Practicum pre-approval process and securing an appropriate practicum site experience.

_____ My program of study has been signed by the program advisor and is attached to this form.

_____ Each of my contact persons has agreed to provide me with the required 100 hours of practicum experience. Any deviation has been explained in the space below:

_____ I understand that if I am not able to secure any of the 2 sites I have listed and/or there is any change to my practicum placement hours, I must resubmit the Practicum Pre-Approval form. To not resubmit may result in a violation of the UCF Golden Rule.

Student Signature: _____

_____ Date: _____

Please attach your Resume and submit your completed Practicum Pre-Approval Form to: TBA

Official Use:

Date form received: _____ By: _____
(Print Name)

Date request approved: _____ By: _____
(Signature)

(Print Name)

Appendix B

Practicum Assignment Approval Form

EDH 6947: Practicum in Student Personnel Services

The purpose of the Practicum Contract is to state in writing the agreements made between the student and the on-site supervisor regarding the joint expectations for the supervised experience. The contract should address the following areas: (1) the student's goals in the assigned practicum; (2) the specific activities that will be undertaken to fulfill these goals; (3) the products (if any) that will be completed during the practicum; and (4) the hours the student will work.

EXAMPLES OF GOALS MIGHT BE:

- To understand the overall operations of the Admissions Office.
- To develop an awareness of the different ethnic groups served by the Office of Academic Services and understand the differences among the various groups.
- To develop skill in program development and evaluation.

EXAMPLES OF ACTIVITIES TO ACHIEVE THESE GOALS MIGHT BE:

- Review the Admissions Operations Manual.
- Participate in staff meetings.
- Spend time in each unit of the Admission Office and with each supervisor learning about their operation.
- Review department documents and data.
- Read about the characteristics of each ethnic group served in the department.
- Attend and participate in workshops and other in-service activities offered by the department.
- Identify a specific idea for a program and discuss it with the on-site supervisor.
 - Determine the goals and desired outcomes of the program.
 - Make an outline of the different tasks that need to be accomplished.
 - Develop an evaluation mechanism based on the goals and outcomes.
 - Carry out the program.
 - Evaluate the results.

The product is a tangible outcome of the learning experience and might consist of a special project, a report, a video, or other product that will benefit the office or department. The end-product needs to be jointly determined by the on-site supervisor and the student.

Appendix B

**Practicum Assignment Approval Form
EDH 6947: Practicum in Student Personnel Services
Practicum Planning and Performance Contract Suggested Outline**

Goal #1:

Objective #1:

Specific Activities and Responsibilities:

Evaluation (who, when, how?):

Projected Deadline for Completion:

Objective #2:

Specific Activities and Responsibilities:

Evaluation (who, when how?):

Projected Deadline for Completion:

Goal #2:

Objective #1:

Specific Activities and Responsibilities:

Evaluation (who, when, how?):

Projected Deadline for Completion:

Objective #2:

Specific Activities and Responsibilities:

Evaluation (who, when how?):

Projected Deadline for Completion:

Approvals:

Student _____

On-site Supervisor _____

Instructor _____

Date Submitted _____

* * * * * *

You may have more than two objectives for each goal and you may have more than two goals. Your contract should be typed using the format in this outline. You should complete the form, obtain the signatures of the supervisor and instructor, and then provide the supervisor and instructor with copies.

Practicum Assignment Approval Form

EDH 6947: Practicum in Student Personnel Services

**CONTRACTUAL AGREEMENT BETWEEN
PRACTICUM STUDENT AND THE
UNIVERSITY OF CENTRAL FLORIDA**

(A) I hereby attest that I have read and understand the National Association of Student Personnel (NASPA) Standards of Professional Practice and will perform my duties in accordance with these standards. I further understand that any breach of this code or any unethical behavior on my part will result in my receiving a failing grade and notification of such behavior will be placed in my permanent record.

(B) I understand that it is my responsibility to keep my practicum supervisors (On-site and UCF Coordinator) informed regarding my practicum experience.

(C) I understand that I will not be issued a passing grade until I have demonstrated a specific minimal level of knowledge, skills, and attitudes.

(D) I further understand that it is my responsibility to attend classes and supervisory sessions fully prepared as outlines by the course requirements. If such sessions are attended without my preparation, they will not be counted toward my minimal basic requirements.

Signature

Date

Practicum Assignment Approval Form
EDH 6947: Practicum in Student Personnel Services

Date _____

Student's Name _____

PID _____

The above named student has been accepted to do a practicum in our office for
_____ semester, 20____beginning date_____and ending
date_____.

Supervisor's Name _____

Phone _____

Mailing Address _____

On-Site Supervisor's Signature _____

Student's Signature _____

Practicum Coordinator's Signature _____

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*

Instructions to the Student

Once you have been accepted by an office for an practicum, please complete the date, your name, the semester and year, and the office name. Then ask the on-site supervisor to sign the form indicating his or her approval. When all signatures are complete, submit to the practicum coordinator for signature.

Appendix C

SUPERVISOR EVALUATION OF PRACTICUM EXPERIENCE

☐ Midterm ☐ Final

Student _____

Date _____

Supervisor _____

Department/Office _____

The information requested here will be used as feedback to this student on his/her performance, learning, and level of readiness for entry into the student personnel profession. This evaluation will serve as significant input into the determination of the grade recorded on the student's transcript, and as feedback to our faculty on the effectiveness of our Program. Please discuss this evaluation with the student and provide suggestions for improvement and growth.

Submit your evaluation NO later than _____

to _____ (Practicum Supervisor)

at the following email address: _____

Please assign a rating to the student in each performance component according to these definitions:

- 1 = Exceeds entry level expectations.
- 2 = Meets entry level expectations.
- 3 = Does not meet entry level expectations.
- 4 = Does not apply.

PROFESSIONAL BEHAVIOR ON THE JOB

_____ 1. Became familiar with office functions and procedures.

_____ 2. Personal dress and grooming was appropriate.

_____ 3. Exhibited a desire to consult with supervisor and staff.

- _____ 4. Participated actively in office activities.
- _____ 5. Was reliable, punctual, and responsible.
- _____ 6. Fulfilled the amount of hours required.
- _____ 7. Followed directions with minimal supervision.
- _____ 8. Took advantage of learning opportunities.
- _____ 9. Followed through with assignments and projects.

COMMUNICATIONS AND HUMAN RELATIONS SKILLS

- _____ 1. Conveyed ideas and thoughts clearly and articulately.
- _____ 2. Established open and honest relations with others.
- _____ 3. Exhibited the capacity to admit mistakes.
- _____ 4. Exhibited flexibility and adaptability to new situations.
- _____ 5. Displayed tact in expressing views.
- _____ 6. Exhibited understanding of and respect for others.
- _____ 7. Demonstrated the ability to listen to others.
- _____ 8. Handled confidential information in an appropriate way.
- _____ 9. Exhibited good writing skills.

MANAGEMENT AND PROGRAMMING COMPETENCIES

- _____ 1. Was able to work with minimal supervision.
- _____ 2. Exhibited the ability to select and use appropriate materials.
- _____ 3. Displayed resourcefulness and innovation.
- _____ 4. Comprehended basic administrative procedures.

_____ 5. Exhibited positive decision making and problem solving skills.

_____ 6. Comprehended the department's role and functions.

SPECIFIC OBJECTIVES FOR THE PRACTICUM

Do you feel the graduate student accomplished his/her goals for choosing this practicum site? Do you feel the expectations you had for the work to be done by the student were accomplished? Please explain.

Please comment on student's general performance and readiness for entry into the student personnel profession, outstanding strengths/deficits, recommendations for further learning or skills practice, performance on the assigned project or activity, and any other areas you find pertinent to the student's growth.

If you had the opportunity, would you hire this student? Briefly discuss:

On a scale from 1 to 60 points, how many points would you award to the student's performance?

Please indicate in which areas the student needs to improve to gain a reasonable level of competence.

On-Site Supervisor

Date

Appendix D**STUDENT EVALUATION OF PRACTICUM EXPERIENCE**

☐ Midterm ☐ Final

Supervisor _____

Date _____

Student _____

Date _____

Department / Office _____

The information requested here may be used as feedback for your supervisor. This evaluation will serve as significant input into the determination of the site as an effective placement for the training component of our Program. Please discuss this evaluation with you supervisor and provide suggestions on how to structure the site to complement your coursework and the introduction of entry level professionals in a career in college student services.

EVALUATION OF PRACTICUM EXPERIENCE

Mark the number that best represents your opinion based on the following scale:

- | Agree | | | | | Disagree | |
|---|-------------------------|-------------------------|-------------------------|------------------------------------|-------------------------|--|
| 5 | 4 | 3 | 2 | 1 | | |
| 1. Received adequate orientation to the goals, objectives, and operational policies of the department/office. | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input checked="" type="radio"/> 2 | <input type="radio"/> 1 | |
| 2. Was treated as an equal; as a colleague on the staff. | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | |
| 3. Was given sufficient time to learn and to assume responsibility. | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | |
| 4. Was given freedom to exercise my judgment and try out new ideas. | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | |
| 5. Obtained helpful feedback from my supervisor on my strengths and weaknesses. | <input type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 | |

6. The experience was well structured and designed to promote learning. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

7. Received support from the staff and felt that I was welcomed. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

8. I was completely satisfied with this fieldwork/practicum experience. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

9. This experience was valuable in my professional development. ☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1

COMMENT AND RECOMMENDATIONS

1. What **specific** recommendations can you provide to improve the practicum experience in this department/office?

2. What **specific** recommendations can you provide to improve the supervision aspect of the practicum in this site?

3. What **specific** recommendations do you have to improve the faculty supervision and seminars?

4. Provide any additional comments and recommendations concerning the practicum requirement:

--