



HIED 6372: Practicum Spring 2018

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Course Overview and Objectives

The practicum is designed to provide students with supervised work in the field of Higher Education Administration so that they may better evaluate and comprehend the specific career choice they are considering.

Students enrolled in the practicum are provided with opportunities to participate in supervised, professional settings other than those associated with their current position or with graduate assistantships. These experiences provide for the integration of practical application and theory learned through the formal program of study, allowing development of professional competencies that enhance personal and professional growth. Also, the practicum provides on-the-job experiences of reasonable depth and length to strengthen qualifications while broadening the range of career alternatives for the practicum student.

This course largely reflects the personal goals of the individual student in consultation with the instructor and the site supervisor at the Practicum location. Students should harness the ability to enhance their professional learning and becoming through the course.

IDEA Objectives

As a result of enrolling in and completing *Practicum*, students should achieve the following IDEA objectives:

Essential

1. Developing specific skills, competencies, and points of view needed by professionals the field.

Important

2. Learning to apply knowledge and skills to benefit others and serve the public good.

Personal Teaching Philosophy

I invite students to visit my personal website to learn more about my personal philosophy of teaching. However, several philosophical beliefs undergird my pedagogical approach to this course:

- **We are all scholars-educator~speakers:** Our lived experiences and perspectives vary and are important to our study. You should view yourself as a scholar~practitioner~educator~speaker. These are not distinct categories, but rather, entangled.

- **Disequilibrium:** I believe we learn best when pushed outside our comfort zones; therefore, challenging readings/videos/assignments, etc. and perspectives are included in this course.
- **Deep Reading/Watching/Listening/Writing/Creating:** My courses all require intense reading~watching~listening~writing~creating. I believe we must be exposed to multiple perspectives in order to understand the complexities of our work. I also believe we have an obligation to apply our knowledge to our personal experience~work.
- **Becoming~Human~Becoming~Professional:** I believe in providing flexibility in my course syllabi – openings for students to chart their own becoming~human~becoming~professional. Thus, while we will engage in particular activities collectively, there are ample opportunities for students to pursue their own intellectual and professional interests around the broad course topic.
- **Community:** We learn through intra-action (Barad, 2007). Therefore, students will actively share materials they are reading-viewing-thinking-creating with our learning community. This will occur through Blackboard, our course hashtag, and synchronous meetups. I also encourage you to share your knowledge with a larger higher education-student affairs community. This can be done through listservs, social media, or submitting conference proposals.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify Professor Peaton if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Statements on Inclusion

This is an inclusive classroom space. We honor multiplicity, pluri-identities and intersectionality, and will create an environment free from racism, sexism, homophobia, transphobia, xenophobia, Islamophobia, anti-Semitism, other religious or spiritual intolerance, classism, ageism, nationalism, ableism, anti-fat bias, and other forms of discrimination.

We are all speakers. We are all human~becomings.

HAVEN: Professor Peaton is a member of HAVEN, a campus-wide network of faculty and staff educated about and supporting students who identify as lesbian, gay, bisexual, and transgender, as well as their allies.

Veterans: Veterans and active duty military personnel are welcomed and encouraged to communicate in advance, if possible, any special circumstances (e.g. upcoming deployment, drill requirements).

Office Hours

I enjoy speaking with students and encourage you to schedule time to talk with me one-one if you have comments, questions, or concerns about the course, wish to talk through assignments or ideas, or just wish to talk about life, your professional development, etc.

Utilize <https://calendly.com/pweaton> to schedule a 15 or 30-minute appointment with me. We can talk via Zoom (<https://zoom.us/j/4735773233>) or phone (940-367-3607). If you are in the Huntsville/Houston area and wish to meet in person, please let me know. I can meet you at main campus or at The Woodlands Center. Please check my availability through Calendly.

Synchronous Meetings

We will have 1 required Synchronous Meeting for this course.

Week of April 30: TBD [Practicum Presentations]

This meeting will be conducted via Zoom (<https://zoom.us/j/4735773233>)

Helpful Resources for Research

As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the term project. Here are a few helpful ideas:

- Newton Gresham Library: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library.

There is also a great guide on the website for the Higher Education Community:

<http://shsulibraryguides.org/HIEDcommunity>

- Search reputable journal sites directly using keywords. Some reputable journals/publications in Higher Education and Student Affairs include, but are not limited to:
 - *Journal of College Student Development*
 - *Journal of Student Affairs Research & Practice*
 - *Review of Higher Education*
 - *Journal of Higher Education*
 - *Journal of Critical Scholarship in Higher Education and Student Affairs*
 - *Journal of Diversity in Higher Education*
 - *Journal of College & Character*
 - *Educational Researcher*
 - *Review of Educational Research*
 - *Harvard Educational Review*
 - *About Campus* [ACPA]
 - *Developments* [ACPA]
 - *NASPA Journal about Women in Higher Education*
 - *International Journal of Qualitative Studies in Education*

Professional Associations

Students are highly encouraged to become a member of at least one professional association. Most associations offer graduate student discounts or membership rates.

The two national student affairs associations with which most members of the profession are associated are ACPA – College Student Educators International (<http://www.myacpa.org/graduate-student-membership>) and NASPA – Student Affairs Administrators in Higher Education (<https://www.naspa.org/about/membership/students>).

There are also a plethora of regional and functional area specific associations. Contact Professor Peaton if you are interested in knowing more about professional associations in your functional area and interest.

Helpful Higher Education & Student Affairs Resources

Becoming an engaged professional involves connecting with many resources available. Here are some suggested Higher Education & Student Affairs Resources you may find helpful.

SHSU Social Media

- Facebook: www.facebook.com/SHSUHIED
- Twitter: @SHSUHIED
- Instagram: @SHSUHIED
- Official program hashtag: #SHSUHIED

News Media

- *The Chronicle of Higher Education*: www.chronicle.com
- *Inside Higher Ed*: www.insidehighered.com
- *University World News*: <http://www.universityworldnews.com>

Digital Sources

- Student Affairs Live: <http://higheredlive.com/student-affairs-live/>

Hashtags

- #sachat
- #sagrad

Key Participants in Practicum

In the practicum, there are three primary participants: (1) the student, (2) the site supervisor, and (3) the instructor.

Student. The practicum student is a graduate student enrolled in the Higher Education Administration, MA program, and is in their final semester of the program. The student has a primary responsibility for developing the practicum experience within the guidelines provided by the instructor, completing the practicum, and providing evidence of having met the learning objectives required for academic credit. Specific responsibilities are outlined below.

Site Supervisor. The site supervisor is an experienced professional administrator, actively employed at college, university, or other high education institution. The site supervisor is NOT the current employment supervisor of the student. The site supervisor is responsible for working collaboratively with the student to design the practicum experience, supervising and mentoring the student throughout the semester. The site supervisor provides both verbal and written constructive feedback as well as an evaluation of the student's performance. Specific responsibilities are outlined below.

Instructor. The instructor is the faculty member of record for the credit course. They review and approve the application and practicum plan developed by the student with input from the site supervisor. The instructor receives all documentation from the student, makes additional course requirements, monitors progress with both the student and the site supervisor throughout the semester, and may visit the practicum site. It is the instructor's responsibility, in consultation with the site supervisor, to assign and submit a final grad for academic credit. The instructor is available to both the student and the site supervisor for discussion and support throughout the practicum semester.

Practicum Procedures and Policies

1. The student is responsible for securing his/her practicum site, the agreement of the site supervisor and approval of such by the university faculty member assigned to the practicum course.
2. The practicum site may not be the current employing unit or department of the student. NOTE: The selection of an appropriate practicum site is important. Care should be exercised to ensure a "fit" between the student and the practicum site. The prospective practicum student should be aware of expected responsibilities as well as opportunities for education and professional growth.
3. The practicum site supervisor may not be the student's employer's immediate supervisor.
4. 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 higher education administrator in the setting would be expected to perform. This will be accomplished through observation and participation in a variety of individual and group activities.

5. Practicum work must be substantially different than the current employment of the student.
6. Practicum must be taken during the final semester of the program. The Practicum can only be taken when all other course work necessary for graduation from Sam Houston State University is completed including "incompletes."

7. Students must identify a Practicum Site Supervisor who is able and agrees to develop a practicum experience for the student and who will verify that the work has been completed by the student.
8. Students must have a Practicum Instructor who has approved the **Practicum Application** before the student is allowed to participate in the practicum.
9. Students will work a minimum of 75 hours at the primary practicum site under the supervision of their practicum Site Supervisor. This 75 hours can include the completion of the four outside activities.
10. The hours and dates of practicum activity must be recorded in a **Practicum Log** and verified by the site supervisor.
11. Students may not begin the practicum prior to officially enrolling in the course.
12. The site supervisor must fill out and return to the Practicum Instructor the **Final Practicum Evaluation Form**.
13. Students are expected to perform the duties of their Practicum in a manner that is professionally appropriate and consistent with the behavioral expectations of SHSU students.

Site Supervisor

Although practicum students potentially perform a number of tasks and frequently work with different staff, for purposes of continuity, overall supervision, and final evaluation, it is necessary that one site supervisor be designated for each student's entire practicum.

Once the practicum has begun, the site supervisor is expected to spend a minimum of one hour with the practicum student for each ten hours the student spends at the practicum site. Initially sessions may cover such topics as review of the Practicum Plan, orientation to the workplace, start-up work on outlined activities. As the practicum experience progresses, this time should be spent reviewing the student's progress in meeting the specifics of the Practicum Plan, the professional development needs of the student, the strengths and weaknesses of the student, discussion of professional concerns as they affect the workings of the practicum site, or other relevant topics. The time is designed to provide the practicum student with performance feedback and for the practicing professional to share insights and experiences with the student.

The following list provides some suggestions for establishing an effective supervisory relationship with the practicum students:

- a. Respect the personal integrity of the practicum student.
- b. Accept the practicum student both as a student and as a colleague.
- c. Establish and maintain informal, friendly working relations with the practicum student.
- d. Encourage the practicum student to express opinions and to feel free to come to you to discuss problems.
- e. Originate and suggest new ideas without dominating the student's thought and action.

- f. Encourage the student to make decisions, based on defensible standards, rather than asking you to make decisions.

Site Supervisor Evaluation

At the end of the practicum, the site supervisor will complete an evaluation form provided by the instructor and returned directly to the SHSU instructor.

Assignments & Grading

Practicum Plan - 50 Points

Due: January 28, 11:59 PM CST

Although practicum experiences may be similar in their basic objectives and goals, the methods of accomplishing these will vary by student. Thus, an integral aspect of the practicum is the generation of the Practicum Plan. The Practicum Plan provides guidelines that serve as the criteria for evaluating the practicum experience, subject to approval by the student, the site supervisor, and the instructor. The Practicum Plan is comprised of the following two elements:

- (a) the primary project the Student will complete for the primary practicum site, and
- (b) the tasks and experiences the student will undertake in at least FOUR departments/units outside of the primary site.

The student and site supervisor jointly develop the practicum plan. The exact procedures for developing the plan are left to the discretion of the student and site supervisor keeping in mind the following:

- (1) Developing the practicum plan is a collaborative project between the student and the site supervisor.
- (2) The professional development needs of the student are to be reflected in the practicum plan.
- (3) Both the site supervisor and the student must agree to the submitted practicum plan as indicated by both of their signatures on the cover page. The practicum plan is subject to approval by the instructor.
- (4) The instructor will review the practicum plan and will determine if revisions are needed or if the practicum plan is approved and submitted.

Primary Site Project - 100 points for completion or significant progress meeting supervisor satisfaction

IDEA Objectives: 1, 2

The student will be expected to develop a major activity/project for the primary site.

Working with the practicum site supervisor, the student will plan, design, and execute an activity/project that directly benefits the primary site or staff/faculty working at the primary site. This activity/project should be related to the various roles of a specific higher education administrator. It may be completed on a single topic or on multiple topics. It must be an actual activity/project that will benefit students and the higher education institution.

All activities must include: (a) Purpose, (b) Steps Completed, (c) Timeline, (d) Budget Considerations, (e)

Evaluation of Effectiveness, and (f) Reflection.

Outside Activities - 100 Points for Completion – 4 Activities x 25 Points Each

IDEA Objectives: 1, 2

Part of your practicum requirement is to work 75 hours in one of the departments within the five major higher education administration units: 1) leadership and governance, 2) student services, 3) academic affairs, 4) planning and assessment, and 5) resources. In addition to the 75 work hours and project completed in the primary practicum area, you are required to engage in one activity in the four remaining higher education administrative units different than the one in which you are working.

You may not complete an outside activity within the main practicum unit where you are currently doing the practicum or in the unit where you are currently employed. For example, if you are currently employed in Financial Aid and you are currently completing your primary practicum in residence life, you may NOT choose any of the departments in Student Services (such as recreational sports, career services of student organizations) for your four "outside" projects. In this example, your four outside projects must come from the following areas (one of each): leadership & governance, academic affairs, planning & assessment, and resources.

When choosing your outside activities, ask yourself:

- a. How does each activity relate to your career goals or professional development?
- b. What skills or knowledge will be obtained, enhanced or used during these tasks and activities?

Outside activities CAN be completed as part of the total 75 hours. Students should be sure to indicate their completion of an outside activity on their Practicum Log, and write about the experience in their practicum journal.

At the end of the term, each student will be asked to submit a 1 page document recapping the 4 outside activities they completed for the course.

Practicum Log

Due: Weekly by Sunday, 11:59 PM CST

Each student should upload a practicum log each week. This should be a record of your hours worked and the activities you engaged in during that week. Students have two options for uploading the weekly practicum log. You can upload the Microsoft Excel document; or print out your log with your hours, get your supervisors initials, and then upload a scan or photo.

Practicum supervisors will need to verify all hours worked at the end of the term, so students are encouraged to send their weekly hours worked to their site supervisor.

Practicum Journal - 50 Points - 10 Points each X 5

Due: Assigned Weeks by Sunday, 11:59 PM CST

Each student will write bi-weekly reflections of your practicum experience. For each journal entry, the student should include:

- Reflection on how the activities in your practicum are meeting your stated practicum goals.
- Lessons learned; important insights gained; concerns you might have; observations about professional practice.
- Questions you may have developed imperative to the work you are undertaking.
- Reflections on outside activities: when students complete their four outside activities, they should be sure to journal about these activities. Please clearly mark in your journal the activity you engaged in, what area requirement it met [(1) leadership and governance, 2) student services, 3) academic affairs, 4) planning and assessment, and 5) resources]; and what you learned from the experience/reflections on the experience. Doing this will help Peaton keep track of your progress on completing the four outside activities.

Curriculum Vitae - 20 Points

Due: March 11, 11:59 PM CST

IDEA Objectives: 1, 2

A curriculum vitae is a specialized form of resume used by professionals in higher education. Each student should develop a curriculum vitae. Examples are provided on Blackboard.

Career Plan - 20 Points

Due: April 1, 11:59 PM CST

IDEA Objectives: 1, 2

Each student will write a career plan that includes the next 5 years and then 10 years. I am looking for a thorough articulation of what you hope to be doing in the next 5 years, the next 10 years, and what you will need to do to get there. Be specific. What positions and/or responsibilities do you foresee yourself having in 5 years? 10 years? What skills do you need to build? What competencies (perhaps from the ACPA & NASPA Professional Competencies)? What experiences do you need to obtain? How will you acquire the necessary skills and experiences? Who will be involved in assisting you? You are welcome to design your career plan in any way you want to, and present this in any way you want to. This means you can:

- Write a formal paper/plan
- Develop an infographic
- Put together a PowerPoint/Slideshare/Prezi
- Develop another means of presenting the information

Practicum Experience Presentation - 50 points

Due: Week of April 30

IDEA Objectives: 1, 2

Each student will put together a 10-minute presentation about your practicum experience. This should provide other members of our learning community with some insights into your practicum site, your project(s), some of your outside activities that you completed, and your key takeaway lessons from the practicum. You might consider covering some of the following topics:

- Provide a detailed account of the activities you were involved with during your practicum.
- Describe the skills, values, and knowledge you have gained from this experience.
- What theories and/or concepts learned in coursework throughout the MA program did you use or

experience or witness during this practicum?

- Identify and discuss the greatest frustrations as well as the greatest joys during this experience.
- Discuss how this experience has modified your view of a potential career path.
- Suggestions you would have for the improvement of the experience for those yet to accomplish a practicum.

Final Grading

Final Course Grading breaks down as follows:

Practicum Plan	50 Possible Points
Practicum Journals	50 Possible Points
Curriculum Vitae	20 Possible Points
Career Plan	20 Possible Points
Practicum Experience Presentation	50 Possible Points
Completion of Primary Site Project	100 Possible Points
Completion of 4 Outside Activities	100 Possible Points (25 Points for Each Activity)
Supervisor Evaluation	Included in Final Assessment
	390 Possible Points

A: 351 - 390 Points

B: 312 – 350.9 Points

C: 273 – 311.9 Points

F: < 273 Points

Additional Course Policies & Procedures

Official Course Hashtag

This course will utilize an official hashtag: #HIED6372SHSU. Students are encouraged to post thoughts, insights, and communicate with peers on and through social media utilizing this official hashtag.

Late Assignments

Except in extreme circumstances, late assignments will not be accepted. Extreme circumstances include but are not limited to death in the family, extreme illness, and natural disasters.

If you are encountering problems with turning in assignments on time, please contact Peaton at pweaton@gmail.com or pweaton@shsu.edu

Academic Support

Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Writing Center at <http://www.shsu.edu/~wctr/>

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

	Tasks	Due
Week 1 January 17 - 21	Set up meeting with Site Supervisor - Discuss Primary Site Project; Outside Activities Begin Formulating Practicum Plan Schedule work hours for semester	
Week 2 January 22 - 28	Finalize Primary Site Project and Outside Activities Finalize Practicum Plan Begin Practicum	Practicum Plan
Week 3 January 29 - February 4	Practicum Hours	Practicum Journal and Log
P February 5 - 11	Practicum Hours	Practicum Log
Week 5 February 12 - 18	Practicum Hours	Practicum Journal and Log
Professor Peaton will be attending Southwestern Educational Research Association (SERA) February 14 - 16, 2018 Professor Peaton will be attending Curriculum Camp Conference February 16 - 17, 2017		
Week 6 February 19 - 25	Practicum Hours Begin work on CV (due in 2 weeks)	Practicum Log
Week 7 February 26 - March 4	Practicum Hours	Practicum Journal and Log

NASPA Annual Conference (March 3-7) - Philadelphia, PA		
Week 8 March 5 - 11	Practicum Hours Begin work on Career Plan (due in 3 weeks)	Practicum Log Curriculum Vitae

ACPA - College Student Educators International Conference (March 11 - 14) - Houston, TX Spring Recess - March 11 - 18		
Week 9 March 19 - 25	Practicum Hours	Practicum Journal and Log
Week 10 March 26 - April 1	Practicum Hours	Practicum Log Career Plan
Week 11 April 2 - 8	Practicum Hours	Practicum Journal and Log
Week 12 April 9 - 15	You should be completing your Practicum Hours this week.	Practicum Log

Week 13 April 16 - 22	Conduct wrap up projects and exit interview at practicum site *Note: Peaton will send supervisor evaluations this week*	
Week 14 April 23 - 29	Complete your final practicum Presentation	Supervisor Evaluation Returned
Week 15 April 30 - May 4	Required Synchronus Meeting TBD https://zoom.us/j/4735773233	Practicum Experience Presentation