



**Indiana State
University**

SAHE 634 – Practicum in Student Affairs & Higher Education Handbook

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The Practicum in Student Affairs and Higher Education

Program Introduction

Indiana State University's graduate program began educating M.A., M.S., and Ph.D. students in 1966, first as College Student Personnel, then as Student Affairs Administration, and now as Student Affairs and Higher Education. The strength of our graduate preparation program lies in its integration of a traditional content-based curriculum with a challenging performance-based curriculum.

On-Campus Education - Through salaried assistantships, challenging course-work and out-of-class activities ISU offers professional preparation for entry and mid-level careers in the student affairs area of higher education.

Distance Education - For students who are time and place bound, current professionals working in student affairs and others seeking to develop new skills, our Internet based distance education program brings the education to your desktop. Our guiding concepts are: Availability, Practicality and Accessibility.

Program Mission

The mission of Indiana State University's Student Affairs and Higher Education program is three fold:

- **Educational** - to provide a forum for students where learning, educational discussions and development can occur.
- **Experiential** - to promote leadership opportunities and experiences for our students through assistantships, Field Work classes, volunteer work, and interaction with student affairs professionals.
- **Personal** - to promote an environment where students have the opportunity to explore individual interests, self analyze, and develop personal strategies to manage one's own strengths.

Program Philosophy

The Student Affairs and Higher Education program is dedicated to helping students move toward "*Becoming a Complete Professional.*"

We have developed the following objectives in accordance with the CAS Standards for master's-level graduate programs for student affairs professionals.

The student affairs professional as an expert or mediator of learning

- Demonstrates knowledge of student affairs practice, including history, philosophy, ethics, theory, applications, and assessment
- Demonstrates knowledge of learning

The student affairs professional as a person

- Demonstrates multicultural competence.

- Abides by the ethical standards of ACPA and NASPA as well as standards applicable to specific units where the students hold assistantships or practicum placements.
- Uses effective communication skills.
- Demonstrates professional demeanor.

The student affairs professional as a member of communities

- Understands the role of student affairs within the university community.
- Builds productive relationships with peers, students, faculty, supervisors, and other university colleagues.
- Promotes collaboration and cooperation across multiple communities.

SAHE Commitment to Diversity

The faculty and students of the Student Affairs and Higher Education program believe in the value of all voices. Recognizing the contributions of individual and group differences in areas such as ethnicity, race, gender, sexual orientation, social class, culture, and personal experience enhances our professional and educational environment. Explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies.

Prerequisites and Eligibility Requirements of Practicum

Students wishing to begin practicum must be either concurrently enrolled in or have completed *Techniques of Interpersonal Interaction (SAHE 533)* or its equivalent and must have obtained consent from the practicum coordinator.

Practicum Program Goals

The three practicum experiences in the curriculum are designed to provide students with a breadth of supervised professional practice in a variety of settings. The first practicum is designed to be an introduction to student affairs and higher education practice, to serve as an opportunity for students to develop professional skills, and to serve as an opportunity for students to understand an office or department in depth. The second practicum is designed to have students gain experience in a different area, enhance their professional skills, and take on increasing levels of responsibility in a work setting. The third practicum is designed for students to work in depth in an office or department. We encourage students to seek practicum opportunities on different campuses. All practicums must be completed in functional areas outside of the student's graduate assistantship or current professional role.

Practicum Expectations

Student

Each practicum requires a minimum of 100 hours at the practicum site. During the fall and spring semesters, this amounts to approximately eight hours per week. This can be done as one 8-hour day or can be shorter blocks of time spread over two or more days. Summer practicum requires approximately 10 hours per week because of the shortened term. One hour each week is to be spent in on-site supervision.

Students are expected to attend class regularly whether on campus, held as a virtual chat, or using some other format. Therefore, the student should plan for three hours of time in class weekly. Class assignments and readings are expected to add another three to six hours per week to class time.

The student is also expected to complete all class-based assignments related to the practicum experience. This includes in-class group supervision in which students discuss their practicum experiences. Finally, all students are expected to adhere to the ethical standards of ACPA, NASPA, and the functional areas associated with their practicum sites.

Faculty

Supervising faculty are expected to provide the students with close supervision and evaluation of professional practice, instruction related to practice in student affairs, and group supervision. Faculty will provide orientation, assistance, consultation, and/or professional development opportunities to site supervisors as appropriate.

Site Supervisor

On-site supervisors are expected to possess at least a Master's degree in student affairs or a related field, or possess appropriate professional experience. The supervisor will have a minimum of two years of pertinent professional experience in the area in which the student is completing the practicum. The site supervisor is expected to be knowledgeable of the program's expectations, requirements, and evaluation procedures as they pertain to the practicum student. In addition, site supervisors are to help the student develop and articulate appropriate learning goals for practicum, provide one hour per week of direct supervision to the student, provide feedback to both the student and supervising faculty regarding the student's performance, and arrange for appropriate work space, work related resources, and work schedule.

Information for Students with Disabilities

Any student possessing a special need for accommodation should feel free to meet with the supervising faculty at any time during the semester. If the student has a documented disability, it is imperative that he or she registers with Disability Support Services. The student may either call 812-237-2301 or visit Gillum Hall Room 202A to begin the process.

The practicum supervisor must also be made aware of student's documented special needs should there be any need to make appropriate accommodations.

Practicum Policies

Attendance Policy

As practicum is both experiential and interactive, it is important that students regularly attend both their scheduled hours at their practicum placement and class. However, it is understood that events may occur that prevent the student from attending either class or the practicum. If this does occur, it is imperative that the student contact the faculty supervisor, for both types of absences, and the site supervisor, for placement absences, immediately. Students are expected to make up practicum hours as necessary to reach the 100-hour minimum commitment.

Academic Integrity

Academic integrity is a cornerstone of academic life. All students are expected to read and understand the university policy on academic integrity, found in the Code of Student Conduct. Students can download a copy of the Code at <http://www.indstate.edu/sjp/code.html>. Academic dishonesty is not acceptable. Instances of academic dishonesty will result in one or more of the following actions: (a) being required to rewrite the assignment; (b) receiving a failing grade on the assignment; (c) receiving a failing grade in the course; (d) referral to Student Judicial Programs.

Class Participation

Students are expected to actively participate in class discussions whether in class or using class discussion boards or chats. This includes thoughtfully framing your answers to the questions posed, reflecting on the responses of other students and the instructor, and ensuring that all students participate actively.

Ethics and Confidentiality

Clear professional ethics are essential. Students will seek out and read the professional codes of ethics for their specific work site, and should seek out and read the institutional codes of ethics contained in handbooks, catalogs, etc.

Confidentiality is a key to free and frank discussions. Matters discussed in class which stem from events in practicum sites will be held in confidence and not discussed outside of class. It is vital that on-site supervisors be aware that matters stemming from work in practicum sites will be discussed in class under the supervision of the instructor, and that these matters will be kept in confidence.

Obtaining a Practicum Site

Student Responsibilities and Deadlines

Students are encouraged to find practicum sites providing a broad range of experiences and campuses. For on-campus practicum experiences the practicum coordinator will provide coordination to enable all students to have equal access to appropriate practicum sites. Distance education students will make arrangements for their own practicum, in close consultation with the practicum coordinator. The student must complete the *Practicum Application* and the *Site Supervisor Information* form in conjunction with the site supervisor. Within these forms, the student must provide information regarding what the responsibilities and duties will be within the practicum placement and the site supervisor's name and educational information. All of this information should be submitted to the practicum coordinator at least three weeks prior to the start of the semester.

Practicum in the summer is designed for students to acquire experience on a campus away from ISU. Students are actively encouraged to seek experiences on other campuses and in other states or through internships sponsored by professional associations.

Approval of a Practicum Site

Approval of a practicum site is provided in writing by the practicum coordinator or course instructor through a signature on the *Practicum Application*.

Current Employment as a Placement

A student *may not* use his or her current employment in fulfillment of the practicum requirement. However, a student may engage in one practicum placement in the same office/organization where he or she is employed as long as the practicum duties are vastly different from employment obligations. For example for a student who has an assistantship in residential life as an assistant hall director, working in residential life in the area of budgeting might be an appropriate practicum setting. Students are allowed to do this for only one of the three practicum placements; the other two placements *must* be in an external office. Appropriate tracking of these placements shall be recorded in the *Student Site History* form.

Practicum Termination

Procedures for Termination

Although it is not expected that a student will need to terminate a practicum placement, it is understood that this event may occur. For that reason, it is imperative that the student keep close documentation regarding the events that transpire within the practicum setting. By reviewing such documentation, the faculty supervisor and the site supervisor can determine where issues arose and how they could have been or could be resolved. The student should schedule a meeting with the faculty supervisor immediately. When meeting with faculty, the student should bring the aforementioned documentation and be prepared to discuss the reasons that termination is necessary. If termination is to occur, the student must write a letter stating the reason for termination and when termination is to occur. This letter must be given to both the faculty and site supervisors.

Requesting a Reassignment

At times, an assignment is not a good fit for the student and a reassignment to another practicum placement is warranted. It is expected that even though a student may not like everything about a site, he or she fulfills the commitments agreed to in the initial contract before exploring other sites. In the event that a student does switch sites, the student must meet with the faculty supervisor to discuss such a transition. The student must also write a letter to the current practicum site explaining that services will be terminated.

As emerging professionals, it is expected that all practicum students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both site supervisors and the faculty supervisor, students should have a good working knowledge of whether or not they are meeting expectations. If at any time, students suspect that their evaluations are not actually reflective of their work at the setting, they should meet with the faculty supervisor to discuss the issue. If the on-site supervisor is not meeting expectations or failing to provide the student with feedback regarding performance, the student should meet with the faculty supervisor to discuss the issue.

Liability Insurance

The student is not required to obtain liability insurance for the purpose of practicum.

Hints for a Successful Experience

Practicum is a job – The practicum site will hope that you have good employee behavior even though they are not paying you.

Attendance – Be there, on time, and do not cut corners with your time. Be sure you can be at your site when you are supposed to be there.

"But I have too much work besides practicum." Practicum is not the place to try to cut a few minutes or miss a meeting or two. If you are too busy with other things to give practicum the time you need, do not do the practicum.

Policies and procedures – Know the rules of the department or division – paperwork, process, file handling, supervision, etc. Follow the rules. In most cases they were created for good reasons. It is OK to ask your supervisor about the history of a policy or procedure and even to raise concerns about its effectiveness. It is probably less OK to let everyone know that if it was your department or division, you would change everything and that the current policies and procedures are bad.

Calendar – Be absolutely sure it is correct. Never miss an appointment because “I did not know.” Missing an appointment is unprofessional.

Supervision is invaluable no matter what, so use it well. Attitude is one of the most important attributes of a practicum student that supervisors look at. Having the attitude, “You have nothing to teach me” will surely lead to disaster. “I really want to get the benefit of your experiences” will most likely be very helpful to you and your supervisor.

Be prepared – Negotiate with your supervisor how supervision will be conducted and then prepare for each session as if it was the most important one you will ever have. What written materials do you need to bring? Are there supervision forms to complete?, etc. Being prepared communicates that you care about your work.

Structure your time to be most effective.

Be reliable – If you make a promise, keep it. If you cannot do something, do not promise to do it. Rather, negotiate with the person making the request and work out a suitable contract that is agreeable to both of you. There is always a tendency to say “yes” to all requests so that you feel that you are maximizing your practicum experience. However, ask any supervisor and they will tell you that one of the developmental tasks of new professionals is to learn when to say “no.”

Ask for what you need – If you see a problem coming, do not wait. As an example, if you have a major program for your job or assistantship in a month that you really want to attend but you have practicum hours scheduled, talk with your site supervisor well in advance and see if the department can be flexible. Also, if you know something that might help you, discuss it with your site supervisor and attempt to work it out.

Dress appropriately - Most site supervisors understand that your wardrobe may not be as sophisticated as the rest of the staff, but you should be aware of the lower limits of acceptability. Remember, the department is trying to project a particular image to the community it serves. Also be aware of any special dress codes – casual days, etc. It will help you feel like you are fitting in to come dressed in jeans the day everyone else does.

You are a visitor - Ultimately, you will probably be a very short term employee of the department. Leave the department as good as or better than you found it by the work you do and the relationships you form with staff. This will provide both you and the department with the best possible experience. It will also help your graduate program maintain good relationships with practicum sites.

Network – Lastly, one of the most important aspects to remember in this entire practicum experience is that you have an opportunity to network with new colleagues in the field. These are the people who will provide you with recommendations for your job search. Letters from professors in your department are good, but if they have not actually supervised your practice, they really cannot speak directly to your skills. Letters of recommendation from direct supervisors of your work carry more weight. Plan accordingly.

Practicum Forms

Student Affairs Practicum Application
Student Affairs and Higher Education
Indiana State University

All Student Affairs students must complete and submit this form at least *three weeks* before beginning practicum placement.

Name:

Address:

Phone:

Practicum #: _____ Semester/Term: _____ Year: _____

Indicate the semester you took, or are taking, the prerequisite class SAHE 533 or COUN 533, or their equivalent for transfer to ISU. Semester: _____ Year: _____

Practicum Site Information

In addition to the information below have your site supervisor complete the Site Supervisor Information Form and return it with this application to the Practicum Coordinator.

Site Name:

Site Supervisor:

General description of the work, project, or program:

Weekly work schedule, including the weekly supervision hour:

Students are expected to participate eight hours (one work day) each week in the practicum site.

The student will follow the ethical guidelines of the American College Personnel Association and the National Association of Student Personnel Administrators. Work-related information will be discussed in classes and will be treated as confidential. Any conflicts between the student and the supervisor which cannot be resolved will be referred to the course instructor.

I agree to the terms of this preliminary agreement. Further details about the practicum will be discussed at the beginning of the term and may be renegotiated at any time during the practicum by agreement of the site supervisor, practicum student, and instructor.

Signed: _____
Site Supervisor

Student

Practicum Coordinator

Site Supervisor Information
Student Affairs and Higher Education
Indiana State University

The purpose of this form is to gather a better understanding of the experiences of on-site supervisors. This information is also intended to assist in keeping communication fluid between university faculty and the practicum site. In addition, this serves as an audit of the practicum site supervisor's qualifications for SAHE departmental assessment. Thank you for all of your assistance.

Name:

Title:

Name of Organization:

Address:

Work Phone:

E-Mail:

Best time to reach you:

Please complete the information below AND attach a current resume/CV.

Degrees

Bachelor's Degree:

Year: Major: University:

Master's Degree:

Year: Major: University:

Doctoral Degree:

Year: Major: University:

Professional Student Affairs and Higher Education Experience

Please read and sign below: I have been made aware of Indiana State University's Student Affairs Program's expectations, requirements, and procedures as they pertain to site supervisors.

Signature

Date

**Site Supervision Agreement
Practicum in Student Affairs and Higher Education
Indiana State University**

Each on-site supervisor is responsible for providing on-site orientation, direction and supervision, making sure that hours are completed according to the agreement. The supervisor also needs to make sure that necessary resources are made available to the student.

Regular supervisory meetings should be scheduled weekly in addition to meetings directly involving the practicum project(s). It is a good practice to work out specifically the student's learning goals and objectives, the supervision goals and objectives, the supervision schedule, what work performance (specific or overall) will be reviewed on what schedule.

I agree to provide the following as a Practicum Supervisor

- I will provide weekly supervision meetings with the practicum student of no less than one hour weekly in order to enhance and support student learning.
- I will provide an orientation to the practicum setting and to the organizational environment.
- I will provide the student with appropriate work space.
- I will develop, with the student, projects for the practicum experience.
- I will provide specific duties for the practicum student each day.
- I will provide a written evaluation of the student's performance at the end of the semester.
- I will provide information and resources as appropriate to help the student complete the practicum experience.
- I will make suggestions for reading related to the practicum area when appropriate.
- I will encourage the student to be ethical at all times.

With the student, I will create:

- A statement of the student's learning goals and objectives to be accomplished through the practicum experience.
- A list of specific activities to be engaged in to meet the goals and objectives.
- A work schedule including days, times, and special dates/events.
- A statement of supervision goals and objectives.
- A statement on professional ethics and confidentiality for the student.

Practicum Supervisor: _____

Signature

Date

Student: _____

Signature

Date

Student Site History
Indiana State University
SAHE 634 – Practicum in Student Affairs & Higher Education

To ensure accurate tracking of the student’s three practicum experiences, all previous **Student Affairs Practicum Application** documents must be submitted along with all practicum forms corresponding to the current semester.

Complete the below history to ensure appropriate tracking.

Professional Role/Graduate Assistantship Title:

Practicum #1 Site Information

Functional Area: Semester/Term: Year:

Site Supervisor:

General description of the work, project, or program:

Practicum #2 Site Information

Functional Area: Semester/Term: Year:

Site Supervisor:

General description of the work, project, or program:

Practicum #3 Site Information

Functional Area: Semester/Term: Year:

Site Supervisor:

General description of the work, project, or program:

Learning Contract
Indiana State University
SAHE 634 – Practicum in Student Affairs & Higher Education

Note: This will be completed as a class assignment, in consultation with the faculty instructor.

Name:
Practicum Site:

Develop five learning goals for the semester. Make them SMART – Specific, Measurable, Action-Oriented, Realistic, and Timely. For each one, include an outcome measure and a list of action-steps or objectives with timelines for completion.

STUDENT GOALS AND LEARNING OUTCOMES

1. Goal:
Outcome Measure:
Action Steps:

2. Goal:
Outcome Measure:
Action Steps:

3. Goal:
Outcome Measure:
Action Steps:

4. Goal:
Outcome Measure:
Action Steps:

5. Goal:
Outcome Measure:
Action Steps:

Discuss these with your site supervisor and sign below to indicate agreement with the goals.

Student Signature

–

Supervisor Signature

Date

Date

Learning Contract Examples

Example I. This goal addresses the skill areas of applying student development theory and conducting fair and effective discipline of student misconduct.

Goal: To use Kohlberg's theory of moral development to implement an effective intervention in a conduct hearing.

Outcome Measure: During a follow-up meeting with my supervisor, she or he will evaluate my performance.

Action Steps:

- a. Review Kohlberg's theory. January 26.
- b. Read an incident report, gathering evidence of Kohlberg level and stage from description. January 30.
- c. Prepare alternative responses to student, based on different stages possible. January 30.
- d. Meet with student. February 6.
 1. Listen to student's presentation of the incident.
 2. Decide which stage is most evident from discussion with student.
 3. Respond to student in a stage-matching manner.
 4. Challenge the student to consider a view that is one stage higher (plus-one).
- e. Meet with supervisor. February 13.
 1. Discuss the student hearing.
 2. Disclose my action and sanction.
 3. Receive feedback on appropriateness of these.
- f. Report my learning through the weekly reflective journal. February 14.

Example II. This goal addresses the skill areas of designing and implementing a paraprofessional training program and articulating the concerns of other campus populations to students.

Goal: To develop and implement a training program for resident assistants on GLBTQ issues.

Outcome Measures: Evaluation survey completed at the end of the program.

Action Steps:

- a. Gather information on GLBTQ issues:
 1. Collect printed information from campus and web sources (e.g. Counseling Center, www.glbt.org) January 19.
 2. Meet with students and/or advisor of LGBTQ Alliance at ISU to determine what issues are most salient for ISU students and to invite a representative to participate in the training program. January 26.
- b. Schedule presentation, reserve room, notify participants. January 26.
- c. Develop outline for presentation. January 30.
- d. Develop activities and handouts for presentation. February 3.
- e. Develop evaluation survey for presentation. February 3.
- f. Present program. February 17.
- g. Compile evaluations. February 20.
- h. Report evaluation results and my learning through the weekly reflective journal. February 20.

Evaluation of Student Performance

To the Supervisor: Thank you very much for supporting our practicum student in her/his quest for professional experience. We are anxious to receive your feedback concerning the student's performance at your site.

Please complete and return this form by December 4, 2015 to Amy French. Please scan and email the document to amy.french@indstate.edu.

Thank you, again, for your support of our student and the SAHE program!

Student:

Practicum Site:

Student completed a minimum of 100 hours in the practicum site: Yes _____ No _____

GOALS

Your practicum student for this semester has listed his or her goals and the outcomes that demonstrate how the goals are being met. Please review each goal with the practicum student and provide your evaluation at this point in time.

First Goal:

Outcomes/activities that meet this goal:

	Needs Improvement	Adequate	Good	Excellent
Progress toward achieving goal	1	2	3	4
Appropriateness of outcomes	1	2	3	4

Second Goal:

Outcomes/activities that meet this goal:

	Needs Improvement	Adequate	Good	Excellent
Progress toward achieving goal	1	2	3	4
Appropriateness of outcomes	1	2	3	4

Third Goal:

Outcomes/activities that meet this goal:

	Needs Improvement	Adequate	Good	Excellent
Progress toward achieving goal	1	2	3	4
Appropriateness of outcomes	1	2	3	4

Fourth Goal:

Outcomes/activities that meet this goal:

	Needs Improvement	Adequate	Good	Excellent
Progress toward achieving goal	1	2	3	4
Appropriateness of outcomes	1	2	3	4

Fifth Goal:

Outcomes/activities that meet this goal:

	Needs Improvement	Adequate	Good	Excellent
Progress toward achieving goal	1	2	3	4
Appropriateness of outcomes	1	2	3	4

ASSIGNED PROJECTS

	Needs Improvement	Adequate	Good	Excellent
Progress on assigned projects	1	2	3	4

Comments:

OVERALL DEMEANOR

	Needs Improvement	Adequate	Good	Excellent
Active involvement in assigned tasks	1	2	3	4

Comments:

	Needs Improvement	Adequate	Good	Excellent
Development of skills needed to complete assignments	1	2	3	4

Comments:

	Needs Improvement	Adequate	Good	Excellent
Positive attitude toward work	1	2	3	4

Comments:

	Needs Improvement	Adequate	Good	Excellent
Interaction with co-workers	1	2	3	4

Comment:

	Needs Improvement	Adequate	Good	Excellent
Appropriate reaction to supervision	1	2	3	4

Comment:

Please note any unforeseen problems or modifications of goals or activities that would be helpful for us to understand.

Please comment on areas in which the practicum student has performed especially well.

Please comment on areas in which the practicum student needs to develop further.

Please note any changes that you would like to see made in the involvement of practicum students in your site.

Additional comments:

Signature, Practicum Supervisor: _____ Date: _____

Signature, Practicum Student: _____ Date: _____