



University
of Portland

ED 527: Applied Studies in Higher
Education and Student Affairs

Syllabus & Handbook

for students and site supervisors

2018-2019 Academic Year

MASTER OF ARTS
HIGHER EDUCATION AND STUDENT AFFAIRS

SCHOOL OF EDUCATION
FRANZ HALL 427



Dear student,

Welcome to the applied studies experience in your Higher Education and Student Affairs (HESA) program. The applied studies experience is likely to be the most energizing and rewarding portion of your master's level work. I hope you approach this work with a desire for lifelong learning and a strong sense of professionalism.

Please read this handbook carefully. It will be a great source of information; a resource to which you will refer many times. If you have questions or concerns, please do not hesitate to contact me.

Have a productive time and learn much in your applied studies experience.

Sincerely,

Eric Anctil, Ph.D.
MA HESA Program Coordinator and Advisor
University of Portland

NATIONALLY ACCREDITED
Northwest Commission on Colleges and Universities [NWCCU]

The University of Portland is accredited by the Northwest Commission on Colleges and Universities, 11130 N.E. 33rd Place, Suite 120, Bellevue, WA 98004-1448.

Table of Contents

Introduction.....	4
Course Description.....	4
Definitions, Purposes, and Options of an Applied Studies Experience.....	4
<i>Practicum</i>	4
<i>Site-based Project</i>	5
<i>Inquiry-based Project</i>	5
Objectives, Standards, and Goals.....	5
<i>Goals/Objectives</i>	6
<i>Standards</i>	6
<i>Student Learning Outcomes</i>	7
Registering for ED 527 and Securing an Applied Studies Placement.....	7
<i>Registration</i>	7
<i>Finding and Securing a Practicum or Site-Based Project Placement</i>	7
<i>Examples of Past Practicum and Site-Based Projects</i>	8
<i>Examples of Past Inquiry-Based Projects</i>	8
Course Assignments and Assessments.....	9
<i>For Practicum and Site-based Project Options</i>	9
<i>For Inquiry-based Project Option</i>	10
General Operating Procedures.....	10
Academic Integrity.....	11
Academic Regulations.....	12
Assessment Disclosure Statement.....	12
Assessment of Professional Dispositions.....	12
Academic and Campus Resources.....	12
<i>Accessible Education Services</i>	12
<i>Shepard Academic Resource Center (SARC)</i>	13
<i>Mental Health</i>	13
<i>Community Against Violence</i>	14
APPENDIX A.....	15
Practicum Plan and Supervisor Agreement	15
APPENDIX B.....	16
Practicum/Site-based Project Hours Log	16
APPENDIX C.....	17
Student Self Evaluation	17
APPENDIX D.....	18
Practicum Supervisor Final Evaluation Form	18

Introduction

The purpose of the higher education applied studies experience in the Master of Arts in Higher Education and Student Affairs (HESA) Program is to provide the student with an opportunity for an in-depth, varied, and continuous learning experience in an educational setting. Additionally, the applied studies experience will provide students an opportunity to begin mastering appropriate skills and behaviors appropriate for higher education professionals.

The University of Portland Master of Arts in Higher Education and Student Affairs Program prepares students to be impactful higher education practitioners through:

- Professional skill development, practical experiences, and practica; and,
- Program development, evaluation, and assessment based on best practices.

The ED 527 Applied Studies in Higher Education and Student Affairs course is defined as a planned and supervised educational experience gained through first-hand observations and operational responsibilities.

Course Description

ED 527 Applied Studies in Higher Education and Student Affairs- 3 cr. hrs.

An individualized, applied experience providing focused exploration of a specific area or practice in higher education and student affairs. Arranged with the program director, the course may take the form of a practicum or site-based project to apply and integrate program theories, skills, and practices. May be taken once for 3 or twice for 3 credits per semester.

Definitions, Purposes, and Options of an Applied Studies Experience

Practicum

Practicum sites for ED 527 are primarily at higher education institutions or other similar educational organizations in the greater Portland Metropolitan Area and the neighboring region. Specific activities during the practicum may vary greatly from one placement to another in that different students may have different learning needs and desires and different settings will offer different learning opportunities depending on their needs and resources.

Practicum sites could include, but are not limited to, working in various student affairs offices such as admissions, student affairs, residence life, career services, financial aid, academic advising, international student services, athletics, and campus ministry.

The practicum concept is a collaborative, practical learning partnership between a HESA student, the HESA Program Coordinator or faculty supervisor, and an on-site supervisor. The program's philosophy is to help students enhance their professional skills through a practicum that provides realistic situations in which to apply and synthesize theory and practice. The practicum utilizes the services of an on-site supervisor, who guides, evaluates, and provides feedback to the intern on a regular basis, and collaborates with the HESA Program Coordinator or faculty supervisor.

Each practicum is designed to include a minimum of 135 clock hours (45 hours per credit hour) of experiences to be conducted over a period of time agreed upon by the faculty supervisor and on-site supervisor. Any exceptions will be determined by the faculty supervisor in consultation with the on-site supervisor.

Site-based Project

The site-based project for ED 527 is offered for HESA students as an alternative to a practicum and the on-site requirement of 135 clock hours. Students who elect to do a site-based project will work with a student affairs office under the direction of the HESA Program Coordinator or faculty supervisor and an on-site supervisor to research, write, or otherwise advance a special project of interest to the HESA student and satisfies the programmatic needs of a student affairs office.

Site-based projects can take many forms but will likely involve research, writing, and a formal presentation of findings to key stakeholders and other interested parties. As with a practicum, the HESA student will maintain an on-going working relationship with the HESA Program Coordinator or faculty supervisor and an on-site supervisor. A site-based project requires pre-approval of the faculty supervisor and a formal action plan.

Inquiry-based Project

Although similar to a site-based project in that it involves research, writing and inquiry into a area of higher education practice, the inquiry-based project is done independent of a student affairs office. An inquiry-based project involves identifying an area of concentrated focus and then working with the faculty supervisor to identify research questions, data sources, and a plan of action. An inquiry-based project often involves interviews with higher education practitioners and leaders, research into problems of practice, and the creation of a white paper and/or other documentation that can be disseminated to key stakeholders and to the HESA Program at the University of Portland. An inquiry-based project requires pre-approval of the HESA Program Coordinator and a formal action plan.

Objectives, Standards, and Goals

ED 527 Applied Studies in Higher Education and Student Affairs is designed to integrate professional practice, theory, and ethical standards within a supervised educational setting. These experiences should provide for the integration and practical application of theory and skills gained through the formal program of study and should allow for exposure to, and the development of, competencies in a preferred area of interest. Concurrently, an on-the-job experience of reasonable depth and length enhances the potential for superior qualification and a wider range of career and employment alternatives once professional placement is sought.

The curriculum of the MA HESA is designed to prepare students in the 2015 Professional Competency Areas jointly developed by the American College Personnel Association (ACPA) and National Association of Student Personnel Administrators (NASPA), which set out the “broad professional knowledge, skills, and, in some cases, attitudes expected of student affairs professionals.”

Goals/Objectives

Goal 1: Professional skills and practice. Students will be able to:

- 1.1. Demonstrate the ability to apply appropriate theory to practice in various student service environments.
- 1.2. Demonstrate multicultural competencies that allow for effective engagement with diverse student populations.
- 1.3. Identify factors affecting human and organizational behavior.
- 1.4. Successfully complete an applied experience with a functional contribution to programming.

Goal 2: Program development, evaluation, and assessment. Students will be able to:

- 2.1 Assess the effectiveness of programs in various departments in student affairs and organizations within higher education environments.
- 2.2 Develop strategies and an implementation model for program improvement, effectiveness, and continuous improvement.

Goal 3: Leadership and mission. Students will be able to:

- 3.1 Define the role and functions of student affairs work in higher education, particularly across diverse institutional traditions: public, private, and faith-based.
- 3.2 Identify the unique features of diverse institutional and educational philosophies, including the Catholic and Holy Cross intellectual tradition, their heritage in higher education, and their applications to student affairs policy and practice.
- 3.3 Articulate a personal vision for leadership and its applications in higher education and student affairs.

Standards

Standard 2) Assessment, Evaluation, and Research

The Assessment, Evaluation, and Research competency area (AER) focuses on the ability to use, design, conduct, and critique qualitative and quantitative AER analyses; to manage organizations using AER processes and the results obtained from them; and to shape the political and ethical climate surrounding AER processes and uses on campus.

Standard 4) Ethical Professional Practice

The Ethical Professional Practice competency area pertains to the knowledge, skills, and attitudes needed to understand and apply ethical standards to one's work. While ethics is an integral component of all the competency areas, this competency area focuses specifically on the integration of ethics into all aspects of self and professional practice.

Standard 7) Law, Policy, and Governance

The Law, Policy, and Governance competency area includes the knowledge, skills, and attitudes relating to policy development processes used in various contexts, the application of legal constructs, and the understanding of governance structures and their effect on one's professional practice.

Standard 9) Personal Foundations

The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and

intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious

Student Learning Outcomes

During an applied studies experience, activities should be aimed at providing the following generalized outcomes for the student entering the field of educational leadership in student affairs. At the completion of the applied studies experience, the student will be able to:

1. Apply the knowledge and skills acquired through coursework and previous experience to actual problems, challenges, and day-to-day leadership duties;
2. Integrate the concepts and skills from various prior learning experiences and apply them in appropriate situations;
3. Facilitate the creation of a collaborative learning environment;
4. Design effective programs to address campus issues;
5. Effectively communicate and work with the diverse nature and needs of all students, faculty, staff, and administrators;
6. Promote the success of every student by acting with integrity, fairness, and in an ethical manner; and,
7. Assess and effectively use the tools of technology, research, data and social media to create effective institutions.

Registering for ED 527 and Securing an Applied Studies Placement

Registration

- Make arrangements with the HESA Program Coordinator for the semester(s) you will be enrolling in ED 527 and in what format you expect your applied studies experience to be (i.e., practicum, site-based project, or inquiry-based project);
 - ED 527 may be taken *once for 3 credits or twice for 3 credits for each separate applied studies experience. If ED 527 is only taken one time for 3 credits, an additional 3 credits of coursework is required to meet the total credit requirement for the MA HESA degree.*
 - Under special circumstances up to 6 credits of ED 527 may be taken in a single semester. Permission for this arrangement will be granted on a per-case bases and must be approved by the HESA Program Coordinator .
- Applied studies practicum placements, site-based project placements, and inquiry-based projects are arranged on an individual basis with the HESA Program Coordinator as part of general MA HESA student advising.
- A student cannot register for ED 527 without prior arrangement and approval of the HESA Program Coordinator .

Finding and Securing a Practicum or Site-Based Project Placement

Students interested in completing a Practicum or Site-Based Placement are encouraged to work with the HESA Program Coordinator to discuss opportunities available in the Portland Metropolitan area.

- Upon approval for registration for ED 527, the student should reach out to potential Practicum or Site-Based Placement sites. Students should reach out directly to a department of interest within a local site. Outreach can be in the form of email or phone. Student should include a brief overview of the ED 527 program and expectation for hours when reaching out to potential sites.
- The HESA Program Coordinator can offer suggestions or potential key contacts for placement sites. Students are encouraged to reach out to potential sites months in advance of the semester taking ED 527. Potential sites include:
 - University of Portland
 - Portland State University
 - Pacific University
 - Lewis & Clark
 - Linfield College
 - George Fox University
 - Oregon Health & Sciences University (OHSU)
 - Portland Community College (PCC)
 - Clackamas Community College (CCC)
 - Clark College
 - Washington State University – Vancouver
- Once a student has found a practicum site and site supervisor, the student and site supervisor will need to complete the Practicum Plan and Supervisor Agreement form (APPENDIX A) and submit to the HESA Program Coordinator for final approval before the beginning of the semester taking ED 527.
- Students should communicate with the site supervisor and create a timeline for hours to be completed at site location. Students should inform site supervisor of course assignments and assessments related to the Practicum or Site-Based Project (listed in following section).

Examples of Past Practicum and Site-Based Projects

- Student completed 3-credit Practicum at University of Portland’s International Student Services (ISS) office. Student coordinated hours with Director of ISS, Mike Pelley. Practicum tasks included assisting with ISS events throughout the semester, answering the phone in the ISS office, and administrative duties in the ISS office.
- Student completed two 3-credit Practicums during the summer at an Office of Residence Life outside of Oregon, found through The Placement Exchange (TPE): <https://www.theplacementexchange.org/>. Student applied for TPE and obtained a placement, then completed two 3-credit practicums worth of hours at the obtained placement site.
- Student completed 3-credit Site-Based Project for University of Portland’s Campus Ministry office. Hours and tasks were decided upon by the student and site supervisor. The student used a combination of on-site and off-site hours to complete project goals.

Examples of Past Inquiry-Based Projects

- Student completed a 3-credit Inquiry-Based Project that reviewed the current marketing and recruitment plan of a graduate-level program at a local university. Student hours included interviews with graduate program staff, collection of marketing materials for that program, and research to determine best marketing and recruitment practices in the

field. The project culminated with the student presenting her findings and proposing a marketing plan to leaders within the department.

- Student completed a 3-credit Inquiry-Based Project that looked at how theory is being applied to academic advising practice in the field. Hours included interviews with current academic advisors and other student affairs professionals. The student spent the majority of hours completing an in-depth literature review of student development and academic advising theory and practice. The project culminated with the student submitted a 30-page paper on the research findings interwoven with the interview information.

Course Assignments and Assessments

For Practicum and Site-based Project Options

1. Philosophy/Professional Interests Paper (10%)

Describe your philosophy of practice in higher education and explain which areas of campus are most interesting to you. Maximum of 2 pages.

2. Fieldwork Log (10%)

In order to keep track of time in the practicum site, and to make connections between theory and practice, the log will be your tool of communicating your participation in the field and analyzing pertinent events.

3. Case Study (20%)

Develop a case study based on an incident or situations that arose in your practicum site. The case study should include an overview of the office, its actors (anonymously), and other pertinent facts (including relevant background information). The case should tell a compelling story in 3-5 paragraphs. The case should present a problem or dilemma that needs to be addressed and include 3-5 discussion questions. In addition to the case you should include a 1-2 page discussion/analysis of the case and how it emerged.

4. Practicum Site (60%)

- Practicum Plan and Supervisor Agreement
- Practicum/Site-based Project Hours Log
- Student Self-Evaluation
- Practicum Supervisor's Final Evaluation

Course Grade

Philosophy/Professional Interests Paper	10%	94%-100% = A
Fieldwork Log	10%	90%-93% = A-
Case Study	20%	80%-83% = B-
Practicum Site	60%	87%-89% = B+
		84%-86% = B
		77%-79% = C+
		74%-76% = C

For Inquiry-based Project Option

1. Philosophy/Professional Interests Paper (10%)

Describe your philosophy of practice in higher education and explain which areas of campus are most interesting to you. Maximum of 2 pages.

2. Case Study (20%)

Develop a case study based on an incident or situations that arose in your practicum site. The case study should include an overview of the office, its actors (anonymously), and other pertinent facts (including relevant background information). The case should tell a compelling story in 3-5 paragraphs. The case should present a problem or dilemma that needs to be addressed and include 3-5 discussion questions. In addition to the case you should include a 1-2 page discussion/analysis of the case and how it emerged.

3. Final Project (70%)

Evaluation for the inquiry-based project is an ongoing process completed by the student and faculty supervisor. Assessment is completed at the conclusion of the project experience. Inquiry-based projects will be evaluated on the quality of the research questions, depth of inquiry, and overall presentation.

Course Grade

Philosophy/Professional Interests Paper	10%	94%-100% = A
Fieldwork Log	10%	90%-93% = A-
Case Study	20%	80%-83% = B-
Practicum Site	60%	87%-89% = B+
		84%-86% = B
		77%-79% = C+
		74%-76% = C

General Operating Procedures

1. Before beginning your practicum, carefully read through this document. Any questions should be directed to the faculty practicum advisor.
2. The student should identify and meet with his/her site supervisor. This is the person who will oversee the practicum and be the direct supervisor. Together they should review and sign the Practicum Plan and Supervisor Agreement. They should also discuss the Practicum Supervisor Final Evaluation Form and the Practicum/Site-based Project Hours Log. Signed documents should be submitted to the faculty practicum advisor.
3. Practicum learning objectives/outcomes will be developed cooperatively with the student and the on-site practicum supervisor prior to the practicum. These objectives will articulate those activities, projects, planned experiences, and learning outcomes that will give purpose and direction to the practicum. The written learning objectives/outcomes should generally be presented in priority order on the Practicum Plan. The outcomes must be shared with the faculty practicum instructor upon completion. It is possible that the student may be asked to renegotiate objectives and outcomes at the request of the practicum instructor.

4. As much as possible, the practicum schedule should ensure continuity and diversity of participation by arranging morning, afternoon, and when necessary some evening time blocks when possible and/or relevant.
5. The student and the faculty practicum instructor will confer around mid-practicum. The student should reach out to the faculty practicum instructor to set this up. This review will be held to discuss specific activities, progress, and involvement of the intern related to the objectives and learning outcomes of the practicum. Additional meetings will be scheduled on an as-needed basis.
6. The on-site practicum supervisor should regularly meet for one-on-one meetings to discuss the student's experiences to date. During this time, specific projects and activities may be assigned that can be completed within the duration of the practicum semester. These meetings should be considered a part of the 135 hours required.
7. Under the direction of the on-site practicum supervisor, the student will complete experiences with other assigned professionals observing and participating in operations, planning, projects, and problem-solving. Learning competencies, experiences, exposures, programs, projects, and assignments will be negotiated between the student, the practicum instructor, and the on-site practicum supervisor.
8. Weekly work log for Site-Based Projects and Practicums: The intern will maintain a weekly work log (APPENDIX B), draft six reflective essays describing and recording learning experiences, perceptions, and reactions to particular experiences and projects, and write a summative self-evaluation report at the end. These items will be submitted periodically to the practicum instructor throughout the semester.
9. At the end of the practicum, the on-site practicum supervisor and student will meet to discuss the quality of the student's work. The faculty practicum advisor can also be a part of this meeting if desired by the student. An evaluation reflecting the level and quality of the performance of the student will be submitted to the faculty practicum instructor by the student and the on-site practicum supervisor at the end of the practicum. Students should complete APPENDIX C, and on-site practicum supervisors should complete APPENDIX D. **Note: Students completing an Inquiry-Based Project should only complete APPENDIX C at the end of the project.
10. As practicum is "real-world," experiential, and interactive, it is important that students regularly attend both their scheduled hours at their practicum placement, orientation, and face-to-face evaluation meetings. However, it is understood that events may occur that prevent the student from getting to the practicum site. If this does occur, it is imperative that the student contact the on-site practicum supervisor.

Academic Integrity

This is a major expectation of this and all courses taught at the University of Portland. Students are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately and all forms should contain the appropriate signatures. Every student

should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in the University of Portland Bulletin.

University of Portland's Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Academic Regulations

Policies governing your coursework at the University of Portland can be found in the University Bulletin.

Assessment Disclosure Statement

Student work products for this course may be used by the University for educational quality assurance purposes.

Assessment of Professional Dispositions

Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed here.

Academic and Campus Resources

Accessible Education Services

Students who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore, it is recommended that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

Shepard Academic Resource Center (SARC)

The Learning Commons, located in Buckley Center 163 within the SARC, provides peer assistance tutoring for writing, math, speech and presentations, languages, sciences, and business and economics.

- **Writing:** Go to <https://www1.up.edu/learningcommons/writing-center>. You will need to register as a user the first time you go to the website. If you cannot make any of the posted office hours, you can arrange an appointment by emailing writing@up.edu.
- **Math:** Math assistants are available on a walk-in basis. Please go to <https://www1.up.edu/learningcommons/math-resource-center> for a current schedule of hours math assistants are available.
- **Speech & Presentations:** See <https://www1.up.edu/learningcommons/speech-and-presentation-lab>. Speech assistants from the Communication Department are available by appointment only. Just send a request to speech@up.edu.
- **International Languages:** Language assistance is available by appointment; go to <https://www1.up.edu/learningcommons/language-assistance> and send an email to the target language.
- **Biology & Chemistry:** The Chemistry Department offers peer mentoring on a walk-in and appointment basis. The Biology Department offers peer mentoring on a walk-in and appointment basis. See <https://www1.up.edu/learningcommons/sciences> for details.
- **Business & Economics:** In collaboration with the Pamplin School of Business, the Learning Commons offers peer learning support in Economics and Business Law by appointment only. Go to <https://www1.up.edu/learningcommons/economics-and-business> for appointment information.
- **Group Projects:** Go to <https://www1.up.edu/learningcommons/group-project-lab> for assistance with strategies and skills for successful teamwork and appointment information.

Learning Assistance Counselor: Learning assistance counseling is also available in Buckley Center 163. The counselor teaches learning strategies and skills that enable students to become more successful in their studies and future professions. The counselor provides strategies to assist students with reading and comprehension, note-taking and study, time management, test-taking, and learning and remembering. Appointments can be made in the on-line scheduler available to all students in Moodle or during posted drop-in hours.

Mental Health

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter> or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Community Against Violence

University of Portland Faculty, Staff, and Students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: <http://www.up.edu/cav>.

APPENDIX A

**ED 527 – Applied Studies Practicum/Site-based Project
Practicum Plan and Supervisor Agreement**

Supervisor Name: _____ Phone: _____

Office Address: _____ E-mail: _____

Develop five primary learning goals that you desire to accomplish while working in your practicum experience. For each one, include an outcome measure and a list of action-steps or objectives for completion. Use additional pages as necessary.

1. Goal:

Action Steps:

Evidence:

2. Goal:

Action Steps:

Evidence:

3. Goal:

Action Steps:

Evidence:

4. Goal:

Action Steps:

Evidence:

5. Goal:

Action Steps:

Evidence:

Discuss these with faculty supervisor and on-site practicum supervisor and sign below to indicate agreement with the goals.

Student: _____

Date: _____

On-site supervisor: _____

Date: _____

Faculty supervisor: _____

Date: _____

APPENDIX D

**ED 527 – Applied Studies Practicum/Site-based Project
Practicum Supervisor Final Evaluation Form**

Student Name: _____ Semester of Practicum: _____

	Excellent	Good	Fair	Below expectation
1. Willingness to learn	_____	_____	_____	_____
2. Completion of assignments	_____	_____	_____	_____
3. Punctuality	_____	_____	_____	_____
4. Individual growth	_____	_____	_____	_____
5. Professional promise	_____	_____	_____	_____
6. Initiative	_____	_____	_____	_____
7. Communication	_____	_____	_____	_____
8. Understanding of ethics	_____	_____	_____	_____
9. Professional interaction	_____	_____	_____	_____

1. To what degree was the practicum student involved in the actual practice of the procedures, duties, and routines of your unit?

2. Do you feel the student increased his/her awareness of theory and practice in higher education? Explain.

On-site supervisor name: _____ Date: _____

On-site supervisor signature: _____