EDLD 8735: Higher Education Practicum
(Fall 2017)

Dr. Steven Tolman
(Assistant Professor)

912.478.5971  |  stolman@georgiasouthern.edu  |  College of Education (Room 3108)

Schedule a meeting with me at your convenience via stevetolman.youcanbook.me

Mondays 10am – 9:30pm
Tuesdays 8:30pm – 9:30pm
Wednesdays 10am – 3pm & 8:30 – 9:30pm
Thursdays 10am – 3pm & 8:30 – 9:30pm
Sundays 8:30pm – 9:30pm

Drop-in Office Hours
Mondays, Wednesdays & Thursdays 10:00am – 11:00am

Students are strongly encouraged to schedule an appointment with me in advance by visiting stevetolman.youcanbook.me. While I will be in the office during drop-in hours, please know these hours are often filled by students scheduling appointments in advance.
EDLD8735- HIGHER EDUCATION PRACTICUM: 3-0-3
Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

- Taken in the final semester for Masters degree students (optional for Educational Specialist students)

- Arranged by the candidate. Contact should be made with the proposed supervisor the semester before the practicum is to be taken or at the beginning of the term

- A minimum of 100 hours of work/experience expected

- The candidate works in an applied higher education setting. If you are a Graduate Assistant (GA), your practicum experience cannot be the GA position/work. If you are employed, your practicum experience cannot be your current position

- Candidates are encouraged to look at an area that they want to work in after graduation

- The candidate and the supervisor jointly establish goals and performance requirements. The goals should be performance oriented and focused on higher order skills. These will be approved by the Practicum instructor

- Requirements to complete the Practicum:
  - 100 hours minimum
  - Goals set by the candidate/supervisor
  - Documented accomplishment of the goals – if goals are not met or only partially met, how you would change what you did next time?
  - Reflections on the experience
  - Complete the Portfolio assessment, Internship assessment, and COE dispositions rubric – submitted with portfolio (see syllabus for attachments).
  - Evaluation must be submitted by the supervising mentor directly to the professor via GSU email (stolman@georgiasouthern.edu). The evaluation cannot come from the student.

RATIONALE FOR COURSE
The Practicum provides the student with the opportunity to gain experience relating to career goals in an office or program within a higher education setting. The integration of academic coursework and experiential learning helps prepare students through practical application of theory, research, and concepts. It also aids the student in their career development.
COURSE OBJECTIVES
The student must take the initiative to create the practicum opportunity by contacting potential practicum mentors. The Practicum experience may begin on the first day of the term enrolled and ends no later than the last day of the term enrolled. The Mentor Agreement form must be typed by the student, signed by the practicum mentor and approved by the practicum supervising instructor. Mentor Evaluations of the practicum must be submitted to the practicum supervising instructor directly from the practicum mentor. Practicum opportunities may be available in a number of areas such as Residence Life, Greek Affairs, Student Development, Career Services, the Community and Technical Colleges, to name only a few. These practicum opportunities listed by no means constitute an exhaustive list. Most postsecondary institutions offer opportunities for a rich practicum experience.

- Reflect on insights and challenges encountered during the internship experience
- Integrate classroom theory with career-related work experience(s)
- Utilize reflection to describe various internship experiences
- Facilitate collaborative learning and problem solving
- Utilize self-reflection regarding the internship experience
- Create a research paper
- Develop an internship portfolio
- Develop a course portfolio (or Education Specialist (Ed.S) Project)

PRACTICUM OBJECTIVES
Depending on the nature of the practicum experience, the student intern will:

- Negotiate an approved practicum agreement
- Assist in administrative supporting duties
- Develop supporting materials for the unit (internal or external use)
- Evaluate current administrative unit policies/procedures
- Provide student support
- Engage in reflective teaching/training and evaluation
- Exhibit professional behavior
- Exhibit ethical behavior
- Utilize prior knowledge and coursework knowledge to draw logical conclusions
- Cooperate with others and support colleagues
- Allocate materials and resources appropriately
- Think creatively, make decisions, and solve problems independently
RELATIONSHIP TO COE CONCEPTUAL FRAMEWORK

The course objectives specifically address the four commitments that form the College of Education's conceptual framework:

1. Commitment to the Knowledge and Dispositions of the Profession:
   Knowledge of the underlying constructs of Higher Education Administration is a fundamental element of the profession. Candidate learning activities are focused on professional knowledge specifically related to understanding the various components of Higher Education Administration as illustrated in complex educational institutions.

2. Commitment to Diversity:
   Candidates are exposed to the various components of educational administration, including the diversity evident throughout Higher Education Institutions. Candidates focus on the role of diversity in higher education institutions and how the concept of diversity has changed the higher education landscape. Candidates research, write and discuss how these constructs impact all learners and employees of the institution.

3. Commitment to Technology:
   Candidates use technology to analyze and critique the various administrative constructs and to report their findings. Candidates use Folio to communicate with each other and to submit their written materials.

4. Commitment to the Practice of Continuous Reflection and Assessment:
   After experience in a higher education institution, candidates reflect on the relationship between their personal knowledge of the various constructs in comparison with other candidates. They also critique and assess the impact of their uses of the constructs on the performance of their educational institutions.

You will find the complete conceptual framework on the COE website

STRUCTURE OF THE COURSE

During this course, you will encounter a number of learning modules based on the course objectives. The modules will direct you to resources such as readings in the course text, posted documents in PDF format, and/or sites on the Internet that are relevant for the course topics. Activities will vary from independent work to group discussions using the Folio discussion board or even the online chat! All assignments should be completed and submitted via the Assignment TAB of the Folio system unless otherwise directed.

Due dates for assignments will be included in the learning modules and on each assignment. Assignments are due in the Assignment Tab no later than 11:59 PM of the due date. Assignments received late may result in a lower grade.

Learning Modules will be posted by Tuesday of each week and assignments will be due the following Monday unless otherwise noted.
INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY
The practicum and portfolio are designed to provide the learner with the opportunity to reflect on insights and challenges encountered during the practicum experience and integrate classroom theory with career-related work experience(s). To facilitate linkages among theoretical issues and the learner’s practicum experience, student interns will:

- Participate in their higher education administration internship experience
- Engage in dialogue on questions and topics generated by the instructor and peers
- Actively engage in class and online discussions and problem-solving activities
- Complete written assignments
- Present synthesis of practicum experience to instructor and peers
- Integrate the use of technology into learning and research efforts

Electronic communications between the instructor and student interns serve as one of the primary means of communication outside of the classroom setting and particularly in terms of any concerns related to the practicum experience, mentor/supervising instructor ongoing communications, submission of assignments, and coordination of the class sessions.

The instructor may communicate directly with the mentor during the semester as necessitated. The mentor will complete an evaluation form that will be submitted directly to the practicum supervising instructor and shared on an individual basis with the practicum participant.

REQUIRED TEXTS

RECOMMENDED TEXTS

*Additional readings will be assigned and/or recommended throughout the term.

EVALUATION / STUDENT ASSESSMENT
Each practicum participant must complete the appropriate practicum Mentor Agreement. You will work with a supervisor for a minimum of 100 hours during the semester. Practicum participants are expected to participate in online discussions if scheduled, and submit related requested materials as reflected in this syllabus.
In the completion of course work, I expect students to:
- ask questions whenever the need arises,
- collaborate with colleagues in a professional manner,
- follow directions and complete all portions of assignments,
- write with clarity,
- demonstrate the ability to analyze and synthesize material,
- cite carefully and appropriately from the body of professional literature, and
- submit products that demonstrate pride in one’s work and attention to detail.

Written assignments will be evaluated as follows:
- 40% Content quality (adherence to the assignment, completeness, appropriate length)
- 40% Clarity of expression (clear, concise writing; easy to read and understand)
- 20% Correctness of grammar, spelling, sentence structure, vocabulary, punctuation, and adherence to APA style

Other information about written assignments:
- Create papers and assignments using word processing equipment double-spaced with 1” margins (sides, top, and bottom).
- Use a standard font (for example, Times New Roman), double spaced, with font size of 11 or 12.
- Submit all written assignments as email attachments through the course website.
- Proofread your paper and/or ask someone familiar with APA style to proofread your paper to double check for all of the items on which you will be evaluated.
- Written assignments submitted late will have points deducted.
- Paper format and style should be consistent with the Publications Manual of the American Psychological Association (APA), 6th edition. NOTE: Some class activities / readings will be devoted to the key features of APA style. You are expected to familiarize yourself with APA style, as it is required throughout the program. For an excellent web resource for APA information visit the APA web site (http://www.apastyle.org).
LEARNING CONTRACT

At the heart of adult learning is the theory of andragogy (Knowles, et al., 2004). A central tenant of andragogy is that adults learn best when they are engaged and have input into their learning. To this end, the purpose of this Learning Contract is to help you make the most of this class by shaping the requirements to best meet your needs and learning style.

This Learning Contract outlines your options for the professor’s assessment of your work in this course. Please choose the assignment (select only one) you prefer to complete so that your choices add up to 100%. This contract must be completed and uploaded to Folio no later than 9/3/17. Once completed, you may not change your choices, so please choose the assignments that work best with your learning style and schedule, and be sure to ask questions before making your final choices!

ASSIGNMENT REQUIREMENTS AND SELECTIONS

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<th>Assignment</th>
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<td>1. Meetings with 3 Student Affairs Professionals</td>
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<td>2. Reviewing and Discussing Research Article</td>
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<td>3. Presentation of Practicum Experience</td>
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<td>4. Getting Started Responsibilities</td>
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<td>5. Practicum Proposal</td>
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<td>6. Mentor Agreement</td>
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<td>8. Mid-Term Evaluation from Supervisor</td>
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<td>9. Final Evaluation from Supervisor</td>
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<td>10. Portfolio</td>
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Adding your one selection (1-3) + 4-10 it should equal 100%

GRADING

Getting Started...........................................4
Practicum Proposal.......................................5
Mentor Agreement.........................................4
Weekly Discussion.......................................12
Mid-Term Evaluation......................................10
Final Evaluation..........................................10
Learning Contract Project..............................20
Portfolio....................................................35
Total Points...............................................100

GRADING SCALE*

A = 91 – 100
B = 81 – 90
C = 71 – 80
D = 60 – 70

*Please note that Graduate Programs at Georgia Southern do not use +/- within their grading scale.

Please make your selection above (in the ‘choice’ column’) and sign/date below to affirm this selection and your understanding of the grading/grade scale for the course. This must be submitted by 9/3/17, so be sure to ask if you have any questions about the requirements of Learning Contract.

Name (printed): ____________________________________________

Signature: _________________________________________________ Date: __________________________
REQUIRED ASSIGNMENTS - OVERVIEW

Getting Started!
You must complete the following items:

- Review the syllabus, practicum materials, and portfolio information
- Submit video introduction in Folio (serves as attendance verification) by 8/17 @ 11:59pm
- Email Dr. Tolman with any initial questions/concerns you have about the course and/or your practicum experience by 8/20 @ 11:59pm
- Schedule an appointment with Dr. Tolman to take place between 8/14 – 8/27 via stevetolman.youcanbook.me
- Submit the Learning Contract by 9/3 @ 11:59pm

Practicum Proposal
Student must submit a written proposal for their desired Practicum project/experience. This must be submitted by 8/20 @ 11:59pm and should include the following sections:

- Overview of the proposed project/experience (including a “job description”). This must detail what will be done, how it will be done, and the timing for its completion.
- Providing description/information of your site supervisor
- Preview of anticipated connection to previous coursework/content (theory-to-practice)
- Articulation of how proposed project/experience will professionally develop you and support your career goals

Mentor/Supervisor Agreement
Submit the ‘Mentor/Supervisor Agreement’ form describing the objectives you hope to accomplish, the activities you will complete to enhance your professional growth, and the products or outcomes from the practicum experience (What will you produce? What evidence will be left when you are gone?).

Weekly Discussion of Textbook
Each week between September 4th and November 27th, you are expected to post a weekly discussion/reflection on the respective textbook chapter for that week (approximately two paragraphs). This should include connections to academic theories/content when appropriate, connections to your Practicum experience, and reflection/projection for your imminent career post-graduation. You must read your fellow classmates’ reflections and respond/comment on at least one of them. All initial posts should be submitted by Thursday @ 11:59pm and responses by Monday @ 11:59pm for the respective week.

General Scoring Rubric

EXCELLENT: Superior participation shows initiative and excellence in work. The student helps to create more effective discussions and activities through his or her verbal and/or written contributions. Readings, videos, and writing assignments are completed on time and with attention to detail. In discussions and activities, comments to peers are tactful, thorough, specific, and often provide other students with a new perspective or insight.

VERGY GOOD: Strong participation demonstrates active engagement. The student plays an active role in the class but does not always add new insight to the discussion at hand. Readings, videos, and writing assignments are completed on time and with attention. In discussions and activities, comments to peers are tactful, specific, and helpful.
GOOD: Satisfactory participation demonstrates consistent, satisfactory work. Overall, the student is prepared for class, completes assigned readings, videos, and writings, and contributes to small group activities and large class discussions. Readings, videos, and writing assignments are completed on time. In discussions and activities, comments to peers are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

FAIR: Weak participation demonstrates inconsistent work. The student may be unprepared for class, and may contribute infrequently or unproductively to discussions or small group activities. Readings, videos, and writing assignments are not turned in or are insufficient. In discussions and activities, comments to peers may be missing, disrespectful, or far too brief and general to be of help or to be insightful.

POOR: Unacceptable participation shows ineffectual work. The student may be completely unprepared, and not able to contribute to classroom discussions or small group activities. This student may be disruptive in class. Readings, videos, and writing assignments are not turned in or are insufficient. In discussions and activities, the student is completely unprepared, disruptive, and otherwise not participating. Or, the student is absent from class.

Points going toward your Weekly discussion/participation are ongoing and account for 12% of the final grade.

Mid-Term Reflection
You are to submit your midterm reflection through Folio (only viewed by your Practicum Professor) on or before October 8th @ 11:59pm, reflecting on your experience thus far. All information contained within will not be disclosed by the instructor. The format of this assignment will be a video chat, so you will record yourself and upload the video to YouTube. You will then provide the YouTube link to your video when submitting your assignment to Folio.

Your reflection should include but is not limited to the following:

- Describe your practicum environment. Identify your mentor, other employees, clients served, and the organization itself. Identify some ways you initially tried to orient yourself to and gain acceptance within the organization. Rank your practicum experience thus far on a scale of 0-5 with 0= poor and 5= outstanding. Explain your response.
- Discuss/reflect upon at least one of the components of your portfolio and its application to your practicum experience and/or a work experience.
- What has been the biggest ‘eye-opener’ from your experience thus far? Explain your response.
- How is your and your mentor’s administrative philosophy the same? How is it different? Explain your responses.
- Identify areas in which you wish you had more content knowledge or skills to better perform within your practicum experience. Explain the areas and the reasons.

Final Evaluation from Supervisor
Student must have their site supervisor complete the form and meet with them to discuss it. Provide the mentor evaluation to your practicum mentor/supervisor at the beginning of the semester for familiarity and again at the end of the semester for completion. This document must be completed by the mentor/supervisor and sent via email by the mentor/supervisor
directly to Dr. Tolman (stolman@georgiasouthern.edu). It is my hope that you will discuss the evaluation to further your professional growth.

**Portfolio**

Each Master of Education student in the Higher Education Administration program is exempted from a written comprehensive examination at the end/completion of his/her program. Each student is alternatively required to submit a portfolio of work from the Higher Education Administration program. You are to design, develop, and submit an electronic portfolio that convinces the Practicum professor that you have met the following Program Standards. If I were a prospective student considering the Higher Education Administration Masters degree program at Georgia Southern University, would the information you provide in your portfolio give me enough information about what occurs in the program and within the courses? If I were a prospective student, would your portfolio convince me that that I could leave prepared to function in the role of a higher education administrator?

Your portfolio will include the following—remember your portfolio is to be a professional collection of your entire Higher Education program experience:

**Section 1:** Cover Page and Table of Contents

**Section 2:** An introduction to the portfolio that discusses how the courses have been useful to your professional development as a higher education administrator

**Section 3:** Samples of work produced for each course organized chronologically, from the first course taken in the program to the last course.

**Section 4:** Introduction to Practicum Experience & “Job Description” for the experience

**Section 5:** Reflection of Practicum Experience and application to course content from the program (i.e. theory-to-practice). Choose a theory or model or family of theories/models you have studied in your coursework or assignments in previous courses (i.e. theories or models related to administration, supervision, training, organizations/groups, human development, student development, etc.) and discuss how these theories/models relate to your field work experience.

**Section 6:** Artifacts/Samples of work from your Practicum

**Section 7:** A reflection/synthesis of program related to each of the program standards (see table below). Reflect on each Higher Education Administration Med Program Standard (see table below) AND include a final reflection culminating on your experience in the Higher Education Administration program. The reflections to the Higher Education Standards should address how you have accomplished each standard – for example: what course, assignment, theory, person, or activity influenced you? Please provide thorough detail for each standard and provide a final summation to synthesize the reflection.

**Section 8:** What advice or words of encouragement do you have for future student interested in the program?
Section 9: Additional Materials (if any)

Section 10: Complete the Portfolio assessment, Internship assessment, and COE dispositions rubric – submitted with portfolio; this is your self-assessment. These documents should be completed as Word documents and submitted at the same time the portfolio is submitted.

For any section you have citations, you should create a reference page at the end of that respective section.

You are intentionally being given the ability/autonomy to be creative with this portfolio. This will allow you to do it in the way that is most meaningful to you, while at the same time, illustrating what you have learned in the Higher Education Administration program and demonstrating you will be a scholar practitioner and Higher Education/Student Affairs professional.

Higher Education Administration MEd Program Standards

| Standard 1: | Candidates who complete the program are competent and knowledgeable educational leaders who can define and demonstrate the theoretical and practical foundational basis of informed, ethical leadership behavior in diverse and complex post-secondary institutions. |
| Standard 2: | Candidates who complete the program are competent and knowledgeable educational leaders who facilitate positive and effective instructional programs incorporating the rights and the varied needs of all students in diverse and complex post-secondary institutions. |
| Standard 3: | Candidates who complete the program are competent and knowledgeable educational leaders who can develop and implement policies that promote research, scholarship, professional development, and technology utilization as appropriate in diverse and complex post-secondary institutions. |
| Standard 4: | Candidates who complete the program are competent and knowledgeable educational leaders who have the skills and ability to effectively communicate in both written and verbal formats and collaborate with the institutions constituents, and stakeholders, to respond to community needs and interests as appropriate in diverse and complex post-secondary institutions. |
| Standard 5: | Candidates who complete the program are competent and knowledgeable educational leaders who have the ability to manage the organization, resources, and operations for the efficiency and effectiveness of diverse and complex post-secondary institutions. |

Field Experience Survey Response Requirement
State and national accreditation agencies require field experiences for all College of Education academic programs, including graduate programs. Since this course has an assignment or project that is identified as a field experience, you will be sent a field experience survey after spring break.
You are required to complete and submit the field experience survey by the deadline provided on the survey. Failure to do so will result in a hold on your academic record.

**LEARNING CONTRACT ASSIGNMENTS (CHOOSE 1) - OVERVIEW**

**Meetings with 3 Student Affairs Professionals**
The purpose of this assignment is to gather insight and perspective about working in Student Affairs from current leaders in higher education administration at your Practicum site. This will also provide you the opportunity for networking. The interviews will consist of gathering general information about their job, experiences, goals and aspirations, what motivated them to pursue Student Affairs as a career, how they got to where they are, and advice they have for someone entering the field.

You will develop a narrated Power Point presentation that provides a snapshot of these conversations, identifies themes between these professionals, differences in their perspectives, and share takeaways/lessons learned.

**Reviewing & Discussing Research Article**
You will identify a scholarly article that relates to your Practicum experience. You will ask that your supervisor read the article and discuss it with you. Together, you will discuss the merit of the article, it’s applicability to your internship, and its general benefit to the profession. You will develop a narrated Power Point presentation that includes an overview/summary of the article, its strengths/weaknesses, how it relates to your internship (theory-to-practice), and compare/contrast your thoughts vs. your supervisor’s on the article.

**Snapshot of Practicum – “Commercial”**
The purpose of this assignment is for you to reflect upon your experience and demonstrate what you have learned. You will make a 3-7 minute video that could be shown to future graduate students and shared with your Practicum site (so they can also use it). This video can include (brief) interviews, pictures, campus tour, artifacts, PowerPoint slides, etc. Use this opportunity to be creative and expand your use of technology. This should include but is not limited to the following:

- Snapshot of what your experience was
- Compare/Contrast what you thought the experience would be vs. what it actually was
- What you learned. What you wished you would have done different (if anything)
- How this opportunity will benefit your future career
- What advice would you give to future graduate students considering doing an internship/practicum
UNIVERSITY POLICIES

Academic Dishonesty

Candidates at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912-486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials.
- Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
- Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
- Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
- Observing or assisting another student's work.
- Violation of the procedures prescribed by the professor to protect the integrity of the examination.
- Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

ADA statement

Any candidate who has a disability that substantially limits learning in a higher education setting may contact the Student Disability Resource Center) for information regarding their eligibility for reasonable accommodations. The Center is Building 805 and the office telephone number is 478-0666.

Diversity

Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and
physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.

Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

**COURSE POLICIES**

**Student email**
Georgia Southern University created an email account for you when you registered for classes. Please log into WINGS and look under personal information to find your email account, name and password. Your GSU email is your “official” email for the university, the department, and for this course.

**Responsible attendance and absences**
As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course. Responsible attendance, even for an online course, means that you will plan your schedule so that you can manage your time and complete your assignments and assessments on or before the date on which they are due.

**Deadlines**
It is your responsibility to meet all of the deadlines for every learning module and course assignment. Assignments will be given due dates. Assignments not turned in on the designated due dates and times will be considered late and will have points deducted. I will accept late assignments up to one week after the original due date, barring serious extenuating circumstances.
Class modifications
Check the entry page of Folio for notices concerning changes / modifications to class made by your instructor. I will inform you of any changes via email. If there is a need to make adjustments in the schedule, I will provide written notification of the change with a rationale for the change.

Course concerns
If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me via campus email (stolman@georgiasouthern.edu). Early questions result in better learning (for student as well as instructor).

Ethics and Professional Behavior
Students are expected to behave in an ethical manner at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of ‘F’ for that activity or for the class, dialogue with administrators, and/or dismissal from the College. In the completion of course work, I expect students to:
- collaborate with colleagues in a professional manner,
- follow directions and complete all portions of assignments,
- write with clarity,
- demonstrate the ability to analyze and synthesize material,
- cite carefully and appropriately from the body of professional literature, and
- submit products that reveal pride in one’s work and attention to detail.

How to maximize this learning experience
- Take charge of and be responsible for your own learning. Raise questions, probe, explore; go after what you need.
- Be open. Use your imagination, consider new possibilities and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- Have fun. Plan to enjoy this opportunity to learn and to grow in many ways.

USEFUL WEB RESOURCES
- Journal of Higher Education
- Review of Higher Education
- Research in Higher Education
- Change
- Administrative Science Quarterly
- Academe
- American Council on Education
- American Association for Higher Education
- Association of American Universities
- Association of American Colleges and Universities
- American Association of State Colleges and Universities
- American Association of University Professors
- American Association of Community Colleges
- Association of Governing Boards
- Association of Institutional Research
- Association for the Study of Higher Education
- Carnegie Foundation for the Advancement of Teaching
- Carnegie Foundation Classification of Institutions of Higher Education
- Council for Higher Education Accreditation
- National Association of College and University Business Officers
- National Association of State Universities and Land Grant Colleges
- National Center for Postsecondary Improvement
- National Center for Public Policy and Higher Education
- Ohio Board of Regents
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<td>Week of August 14th</td>
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<td>Week of August 21st</td>
<td>Finalize Practicum Site and Submit Mentor Agreement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mentor Agreement due by 8/27 @ 11:59pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week of August 28th</td>
<td>If you haven’t already, you should begin your Practicum by this week. If you will not do so, contact Dr. Tolman to follow up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Contract Agreement is due by 9/3 @ 11:59pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of September 4th | Chapter 1 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |

<table>
<thead>
<tr>
<th>Week 5</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of September 11th | Chapter 2 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |

<table>
<thead>
<tr>
<th>Week 6</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of September 18th | Chapter 3 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |

<table>
<thead>
<tr>
<th>Week 7</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of September 25th | Chapter 4 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |

<table>
<thead>
<tr>
<th>Week 8</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of October 2nd | Chapter 5 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |
|  |  | Midterm Email Reflection due by 10/8 @ 11:59pm |

<table>
<thead>
<tr>
<th>Week 9</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of October 9th | Chapter 6 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |

<table>
<thead>
<tr>
<th>Week 10</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
|  | Week of October 16th | Chapter 7 – Amey & Reesor (2015)  
Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm |
<table>
<thead>
<tr>
<th>Week 11</th>
<th>Week 12</th>
<th>Week 13</th>
<th>Week 14</th>
<th>Break</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week of October 23rd</strong></td>
<td><strong>Chapter 8 – Amey &amp; Reesor (2015)</strong></td>
<td><strong>Chapter 9 – Amey &amp; Reesor (2015)</strong></td>
<td><strong>Chapter 10 – Amey &amp; Reesor (2015)</strong></td>
<td><strong>Chapter 11 – Amey &amp; Reesor (2015)</strong></td>
</tr>
<tr>
<td><em>Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm</em></td>
<td><em>Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm</em></td>
<td><em>Initial response is due by Thursday @ 11:59pm. Response to at least one classmate by Monday @ 11:59pm</em></td>
<td><em>Portfolios are due by 11/20 @ 11:59pm</em></td>
<td></td>
</tr>
<tr>
<td><strong>Week of October 30th</strong></td>
<td><strong>Learning Contract Project is due 11/5 by 11:59pm</strong></td>
<td></td>
<td></td>
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<tr>
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</tr>
</tbody>
</table>
EDLD 8735: Higher Education Administration Practicum

MENTOR/SUPERVISOR AGREEMENT

(form must be typed, handwritten documents will not be accepted)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Eagle ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assignment

Mentor/Supervisor

Email

A. OBJECTIVES

B. ACTIVITIES

C. PRODUCTS/ARTIFACTS

Student

Signature

Date

Mentor/Supervisor

Signature

Date

Position/Title and Institution

Practicum Supervising Instructor

Approved

Date

This form must be scanned and emailed to stolman@georgiasouthern.edu
EDLD 8735: Higher Education Administration Practicum

MENTOR FINAL EVALUATION FORM

Please complete the following form and return it to the student’s supervising instructor. Your assessment of the student’s abilities in the areas indicated below will contribute to their professional growth. Please return this form no later than Monday, April 28, 2017 by 11:59 pm.

| Student ______________________________ | Inclusive dates of Practicum ______________________________ |
| Mentor/Supervisor ____________________ | Location ______________________________ |
| Office Where Practicum Conducted ______________________________ |

**Evaluation.** Following is a list of areas in which you may have observed behavior characteristics of the student working under your supervision. Please indicate by use of the rating scale (and/or by providing comments on the reverse side of this paper) your assessment of the student in each area.

<table>
<thead>
<tr>
<th>I. STUDENT CHARACTERISTICS</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrates interest in the field (enthusiasm for work, willingness to team)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2. Ability to organize thoughts, materials, time</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3. Grasp of fundamental purpose or philosophy of office</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4. Shows initiative (willingness to accept responsibility, offer leadership, make suggestions, act on own)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5. Effective oral communication (listening as well as speaking, presenting reports)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>6. Effective written communication (ability to express ideas, choice of grammar)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>7. Ability to complete assignments</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>8. Demonstrates self-confidence (ability to lead informal meetings or discussions, do things that challenge)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>9. General physical appearance (neatness, appropriate dress)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>10. Maturity (ability to accept criticism, engage in give-and-take on ideas and work performance)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>11. Evidence of individual growth and professional development as result of practicum</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>12. Ethical and professional awareness (as evidenced in contact with students, staff, and other colleagues)</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
II. STAFF RELATIONS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Working relationship established with mentor</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>2.</td>
<td>Involvement in work situation</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.</td>
<td>Took opportunity to meet staff members and individuals in other offices</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.</td>
<td>Took opportunity to exchange ideas with staff members</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>5.</td>
<td>Reaction to constructive criticism and performance evaluation</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

III. PROFESSIONAL GROWTH

Within the limits of this practicum, please identify the student’s two strongest characteristics from the list above.

Within the limits of this practicum, please identify two characteristics on the list that need the most improvement.

What comments can you make about the student’s potential as an administrator?

What additional factors not covered in this assessment do you think deserve mentioning?
# Self-Assessment

## Georgia Southern University
### Higher Education Administration Program

**Assessment #1**  
**Rubric:** Portfolio

<table>
<thead>
<tr>
<th>Student Name: _______________________________________________</th>
<th>Eagle ID: ____________________________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator: _________________________________________________</td>
<td>Date: ________________________________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Points Earned</th>
</tr>
</thead>
</table>
| **1. Candidate is able to demonstrate the ability to reflect on program participation by compiling an “introduction”**. | Candidate provides fragmented or incomplete reflection on program participation.  
Candidate provides fragmented or incomplete report of participation in program activities. | Candidate provides proficient analysis of program participation.  
Candidate can clearly and succinctly incorporate program participation within the context of overall program activities and requirements.  
Candidate provides a well-developed reflection on program participation. | All aspects of Meets Expectations proficiency in this Learning Outcome are demonstrated, plus the following:  
Interconnections between program participation and program activities are clearly articulated. | |}

| | Candidate fails to include the three key assessments (Self-reflection, Professional Development Plan, and Historical Monograph) in the Portfolio. | Candidate presents the three key assessments in the Portfolio.  
Key assessments are clearly and logically presented within the context of the Portfolio. | All aspects of Meets Expectations proficiency in the Learning Outcome are demonstrated, plus the following:  
Candidate demonstrates the interconnections between the key assessments and other elements of the program. | |
<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Candidate is able to identify, develop and articulate a plan to correct any reported or perceived deficiencies and to improve any incomplete or underdeveloped skills demonstrated in the Portfolio.</td>
<td>Candidate fails to identify any reported deficiencies.</td>
<td>Candidate clearly identifies reported professional deficiencies.</td>
<td>All aspects of Meet Expectations proficiency in this Learning Outcome are demonstrated, plus the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidate fails to identify any incomplete or underdeveloped skills.</td>
<td>Candidate identifies incomplete or underdeveloped skills.</td>
<td>Candidate us able to demonstrate the interconnectedness of the plan for improvement and candidate’s participation in the key assessments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidate fails to articulate a plan for improvement.</td>
<td>Candidate presents a logical plan for improvement of skills that were identified during program participation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Candidate is able to demonstrate program completion by developing and writing a “summary”.</td>
<td>Candidate fails to present sufficient examples of program participation.</td>
<td>Candidate presents a Portfolio that contains numerous examples of work completed during program matriculation.</td>
<td>All aspects of Meets Expectations proficiency in this Learning Outcome are demonstrated, plus the following:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary is fragmented or incomplete.</td>
<td>Candidate presents a Portfolio that contains examples of multi-media presentation.</td>
<td>Candidate is able to demonstrate an understanding of the program activities and the candidate’s assessment of the benefits of program participation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary does not contain all the specified elements.</td>
<td>Candidate includes all specified elements of the summary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summary is not clearly written or needs editing</td>
<td>Summary is clearly written and demonstrates candidate’s writing ability.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rating Scale:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Does not Meet Expectations</td>
<td>65</td>
</tr>
<tr>
<td>5-7</td>
<td>Does not Meet Expectations</td>
<td>75</td>
</tr>
<tr>
<td>8-10</td>
<td>Meets Expectations</td>
<td>85</td>
</tr>
<tr>
<td>11-12</td>
<td>Exceeds Expectations</td>
<td>95</td>
</tr>
</tbody>
</table>
# Georgia Southern University
Higher Education Administration Program

## Assessment #4: Internship
Rubric: Professional Practice Reflection

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Points Earned</th>
</tr>
</thead>
</table>
| **1. Organization/Culture**  
The candidate is able to define, articulate and interpret personal and professional perspectives of the culture of a higher education organization through practicum work and self reflection. | The candidate provides fragmented or incomplete personal perspectives associated with the culture of a higher education organization. The candidate provides fragmented or incomplete professional perspectives associated with the culture of a higher education organization. | The candidate demonstrates a thorough understanding of the demands and challenges within a higher education organization. Candidate is able to articulate professional perspectives on the demands and challenges related to the culture of a higher education organization. | All aspects of Meets Expectations proficiency in this Learning Outcome are demonstrated, plus the following: Candidate is able to demonstrate the interconnectivity between the candidate's personal perspectives on the culture of a higher education organization and how these impact or influence the candidate's professional perspectives as a higher education administrator. | |
| **2. Experience**  
The candidate is able to articulate and interpret personal and professional perspectives of his/her higher education administration experience through practicum work and self reflection. | The candidate provides fragmented or incomplete personal perspectives of his/her higher education administration experience through practicum work and self reflection. The candidate provides fragmented or incomplete professional perspectives of his/her higher education administration experience through practicum work and self reflection. | The candidate demonstrates a thorough understanding of the demands and challenges within a higher education organization through his/her higher education administration experience in the practicum work and self reflection. Candidate is able to articulate professional perspectives on the demands and challenges within a higher education organization through his/her higher education administration experience in the practicum work and self reflection. | All aspects of Meets Expectations proficiency in this Learning Outcome are demonstrated, plus the following: Candidate is able to demonstrate the interconnectivity between the candidate's personal perspectives on his/her higher education administration experience and how these impact or influence the candidate's professional perspectives of his/her higher education administration experience. | |
### Program Learning Outcome

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Does Not Meet Expectations (1)</th>
<th>Meets Expectations (2)</th>
<th>Exceeds Expectations (3)</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Philosophy</strong> The candidate is able to articulate and interpret the personal and professional higher education philosophies of his/her higher education administration supervisor/mentor within the practicum.</td>
<td>The candidate provides fragmented or incomplete information about personal higher education philosophies of his/her higher education administration supervisor/mentor within the practicum. The candidate provides fragmented or incomplete information about professional higher education philosophies of his/her higher education administration supervisor/mentor within the practicum.</td>
<td>The candidate demonstrates a thorough understanding of the demands and challenges related to adhering to personal higher education philosophies within the practicum. Candidate is able to articulate professional perspectives on the demands and challenges related to adhering to professional higher education philosophies within the practicum.</td>
<td>All aspects of Meets Expectations proficiency in this Learning Outcome are demonstrated, plus the following: Candidate is able to demonstrate the interconnectivity between the supervisor’s/mentor’s personal philosophies on higher education administration and how these impact or influence the supervisor’s/mentor’s professional philosophies on higher education administration.</td>
<td></td>
</tr>
<tr>
<td><strong>4. Knowledge &amp; Skills</strong> The candidate is able to articulate and interpret the knowledge &amp; skills necessary for a higher education administrator within the practicum environment.</td>
<td>The candidate provides fragmented or incomplete information about the knowledge necessary for a higher education administrator within the practicum environment. The candidate provides fragmented or incomplete information about the skills necessary for a higher education administrator within the practicum environment.</td>
<td>The candidate demonstrates a thorough understanding of the knowledge necessary for a higher education administrator within the practicum environment. Candidate is able to articulate thorough understanding of the skills necessary for a higher education administrator within the practicum environment.</td>
<td>All aspects of Meets Expectations proficiency in this Learning Outcome are demonstrated, plus the following: Candidate is able to demonstrate the interconnectivity between the knowledge necessary for a higher education administrator and how this impacts or influences the skills and abilities necessary for a higher education administrator.</td>
<td></td>
</tr>
</tbody>
</table>

### Rating Scale:

<table>
<thead>
<tr>
<th>Score</th>
<th>Rating</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Does not Meet Expectations</td>
<td>65</td>
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<tr>
<td>5-7</td>
<td>Does not Meet Expectations</td>
<td>75</td>
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<tr>
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<td>Meets Expectations</td>
<td>85</td>
</tr>
<tr>
<td>11-12</td>
<td>Exceeds Expectations</td>
<td>95</td>
</tr>
</tbody>
</table>
**Dispositions Rubric for College of Education Graduate Programs --- M.Ed. Higher Education Administration**

Candidate’s Name: _______________________________  Course/Semester/Year: ___________

Evaluator: _______________________________  Evaluation Interval: #1_________  #2_________  Other: _________

This instrument is used to rate each element relative to expectation levels of students within their current program. These expectations may differ among programs due to different contexts and graduate levels. Score using whole numbers 1, 2, or 3.

### Unacceptable: Score of 1

Candidate demonstrates the behavior below 70% of the time. When given feedback, the candidate continues the behavior below 70% of the time.

Descriptor: rarely

### Acceptable: Score of 2

Candidate demonstrates the behavior between 70% and 89% of the time due to self-initiative and/or feedback.

Descriptor: regularly

### Target: Score of 3

Candidate demonstrates behavior 90% or more of the time due to self-initiative and/or feedback.

Descriptor: consistently

### 1. Commitment to Knowledge, Skills, and Dispositions of the Profession

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Candidate rarely uses and applies current educational research and theory related to inform discipline specific educational practice.</td>
<td>Candidate regularly uses and applies current educational research and theory to inform discipline specific educational practice.</td>
<td>Candidate consistently uses and applies current educational research and theory to inform discipline specific educational practice.</td>
<td></td>
</tr>
<tr>
<td>b. Candidate rarely demonstrates professionalism in decision making, rarely uses input from others, and rarely is decisive when needed.</td>
<td>Candidate regularly demonstrates professionalism in decision making, regularly uses input from others, and regularly is decisive when needed.</td>
<td>Candidate consistently demonstrates professionalism in decision making, consistently uses input from others, and is consistently decisive when needed.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

---

Self-Assessment
## 2. Commitment to Diversity

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Candidate rarely <em>plans</em> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.)</td>
<td>Candidate regularly <em>plans</em> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.)</td>
<td>Candidate consistently <em>plans</em> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences (e.g. ethnicity, gender, race, socioeconomic status, exceptionalities, language, religion, sexual orientation, and geographic area.)</td>
<td></td>
</tr>
<tr>
<td>b. Candidate rarely <em>implements</em> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences.</td>
<td>Candidate regularly <em>implements</em> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences.</td>
<td>Candidate consistently <em>implements</em> educational practices that demonstrate awareness, sensitivity, and expression of fairness related to the commitment that all students can learn regardless of differences.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

## 3. Commitment to Technology

<table>
<thead>
<tr>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Candidate rarely integrates technologies as appropriate to maximize learning opportunities for all students.</td>
<td>Candidate regularly integrates technologies as appropriate to maximize learning opportunities for all students.</td>
<td>Candidate consistently integrates technologies as appropriate to maximize learning opportunities for all students.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
### 4. Commitment to the Practice of Continuous Reflection and Assessment

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>Candidate rarely accepts and responds to feedback in a professional manner.</td>
<td>Candidate regularly accepts and responds to feedback in a professional manner.</td>
<td>Candidate consistently accepts and responds to feedback in a professional manner.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:

### 5. Commitment to Professional Conduct

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable (1)</th>
<th>Acceptable (2)</th>
<th>Target (3)</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Candidate rarely honors academic and professional commitment (e.g., class meetings &amp; assignments, advisement meetings, scheduled chats &amp; discussion boards, field and/or clinical experiences).</td>
<td>Candidate regularly honors academic and professional commitment (e.g., class meetings &amp; assignments, advisement meetings, scheduled chats &amp; discussion boards, field and/or clinical experiences).</td>
<td>Candidate consistently honors academic and professional commitment (e.g., class meetings &amp; assignments, advisement meetings, scheduled chats &amp; discussion boards, field and/or clinical experiences).</td>
<td></td>
</tr>
<tr>
<td>b.</td>
<td>Candidate rarely takes responsibility for his or her actions.</td>
<td>Candidate regularly takes responsibility for his or her actions.</td>
<td>Candidate consistently takes responsibility for his or her actions.</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Candidate rarely acts professionally appropriate in all settings (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment.</td>
<td>Candidate regularly acts professionally appropriate in all settings (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment.</td>
<td>Candidate consistently acts professionally appropriate in all settings. (e.g. in person, email, phone calls, online). This includes communication, appearances, the sharing of personal information, and relationships within the professional environment.</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Candidate rarely presents information that relates to the profession and individual actions in an honest and forthcoming manner.</td>
<td>Candidate regularly presents information that relates to the profession and individual actions in an honest and forthcoming manner.</td>
<td>Candidate consistently presents information that relates to the profession and individual actions in an honest and forthcoming manner.</td>
<td></td>
</tr>
</tbody>
</table>

Comments

**Overall Score:**

Unacceptable (1): 22 or below  Acceptable (2): 23 – 29   Target (3): 30 – 33