American Public University System

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Arts, Humanities, & Education
SAHE698
Student Affairs in Higher Education
Credit Hours = 3
Length of Course = 16 weeks
Practicum Hours Required = 150 CLOCK HOURS
Prerequisites: This course is required for graduation. Candidates must successfully complete all core courses in the M.Ed. in Student Affairs in Higher Education, plus at least two courses in a selected concentration prior to their practicum.
A background check is required, as is proof of liability insurance.

Course Description (Catalog)

Students will take theory to practice during practicum and gain supervised professional experience in their concentration. Students will complete 150 hours at an approved practicum site. This course includes a practicum seminar during which students will reflect on their practicum experiences and connect these to the virtual classroom learning they have had in their graduate program. Practicum sites and positions must be approved before students can begin their required 150 hours. [Prerequisites: Completion of all core courses plus at least half of the concentration-specific courses from one of the following concentrations: Academic Advising Concentration, Campus Leadership Concentration, or Career Coaching and Services Concentration]

Course Scope

This practicum provides significant opportunities for candidates to synthesize and apply the knowledge and skills related to student affairs first-hand under the direction of an established student affairs professional. As part of this course, the candidate is required to accept responsibility for leading, facilitating, and making decisions typical of student affairs personnel, actively engage an assigned range of student affairs functions, maintain a journal of student affairs related activities, and develop an ePortfolio as an evidence of their experience.

Note: Candidates are encouraged to initiate the process of locating a practicum site early on in their program, since the responsibility for locating a suitable practicum site ultimately rests with the candidate. For those already working in student affairs, it is expected that additional areas of responsibility may be assigned to allow opportunity for increased experience.

ACPA, NASPA, and CAS Professional Competency Standards

Professional competency areas for Student Affairs educators are established by the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) as well as the standards established by the Council for the Advancement of Standards in Higher Education (CAS). The ACPA and NASPA standards align with the Course Learning Objectives (see below). The CAS General Standards that affect all higher education leaders are stated here, and comprise the expectations associated with evaluating the site work during the practicum.

CAS General Standards—common to all functional areas and descriptive of the essential components and characteristics of quality programs and services in higher education, defined as follows (see CAS website for complete descriptions):

1. Mission: Identifies the purpose and essential characteristics of the functional area. It may also provide guidance on themes that are important to include in a mission statement.

2. Program and Services: Explains how the functional area is structured and what it does, outlining specific programs, services, and/or resources, including pivotal aspects of the function's performance.

3. Student Learning, Development, and Success: Explains how the functional area contributes to student learning, development, and success, how the approach aligns with a student learning and development model, and how these outcomes are measured.

4. Assessment: This section addresses the functional area's approach to assessment, including how it is conducted, analyzed, and used. It addresses key assessment practices.

5. Access, Equity, Diversity, and Inclusion: Describes the advancement and maintaining of access, equity, diversity, and inclusion in the workplace and educational environments. It addresses fundamental requirements, philosophies, procedures, and/or approaches specific to the functional area.

6. Leadership, Management, and Supervision: Statement of the responsibilities of functional area leaders, managers, and supervisors and how these individuals advance the work of the functional area.

7. Human Resources: Covers who is employed by the functional area (including professional and paraprofessional staff and student employees and volunteers). This section discusses employee qualifications or credentials, the functional area's employment practices, and personnel training and professional development.

8. Communication and Collaboration: Identifies key collaborators and partners for the functional area and discusses how the functional area shares information and promotes its services. It identifies the key institutional offices/departments, or external organizations with whom the functional area should consult or engage. It may address considerations regarding outreach and information-sharing.

9. Ethics, Law, and Policy: Describes standards for ethical practice, points to key legal issues and obligations of practitioners, and outlines policies and procedures that are critical to the work of the functional area.

10. Financial Resources: States fiscal considerations for the functional area, including how programs and services must or should be funded; financial planning and accounting processes that may be necessary; and measures that must or should exist for accountability and sound management of financial resources.

11. Technology: Explains the role of technology in the functional area. It provides insight into the technological needs of the program, ways it is leveraged to engage users, and ongoing management of IT infrastructure.

12. Facilities and Infrastructure: This provides details regarding facilities, equipment, space, and other infrastructure needs and use of the functional area.

STANDARDS FOR ALL

National standards underpin this M.ED. program in reference to the following:
- NADOHE-National Association of Diversity Officers in Higher Education
- ISTE-International Society for Technology in Education (Reference Policy 5100, Appendix E) NETS A Standards

Institutional Learning Outcomes (ILO)

Specialized Knowledge
SK.M.1 Elucidates the major theories, research methods and approaches to inquiry, and/or schools of practice in the field; articulates relevant sources; and illustrates their relationship to allied fields.

SK.M.2 Assesses the contributions of major figures and organizations in the field; describes its major methodologies and practices; and implements at least two such methodologies and practices through projects, papers, exhibits or performances.

SK.M.3 Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice.

SK.M.4 Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.

Broad Integrative Knowledge
BI.M.1 Articulates how the field has developed in relation to other major domains of inquiry or practice.

BI.M.2 Designs and executes an applied, investigative or creative work that draws on the perspectives and methods of other fields and assesses the resulting gains and difficulties.

BI.M.3 Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context.

Intellectual Skills
IS.M.3 Addresses in a project, paper or performance a core issue in the field from the perspective of a different point in time or a different culture, political order or technological context, and elucidates how the perspective contributes to results that depart from current norms, dominant cultural assumptions or technologies. (Engaging diverse perspectives)

Applied Learning
AL.M.2 Creates, designs and implements a performance or project in an out-of-class setting requiring application of advanced knowledge to a practical challenge; articulates in- sights gained from the field experience; assesses, with appropriate citations, selected approaches or scholarly debates applicable to the problem; articulates a reasoned judgment on selected issues in the field; and assesses standards for professional performance and continuing development with specific reference to the experience.

Civic Learning
CL.M.1Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives.

Digital Information Literacy
DL.M.4 Clearly and effectively communicates, organizes, and synthesizes complex and often contradictory information from sources and/or independent experiments and other data collection strategies to advance knowledge in the discipline.

Summative Program Objectives (PLOs)

1. Explain history, values, philosophy of student affairs as it connects to current professional practice. (ACPA/NASPA: **Historical Foundations** - Know historical roots of student affairs profession. Ability to compare/contrast current issues with historical trends and integrate into one's practice. Disposition to appreciate and build on historical context. **Theoretical Foundations** - Know foundational philosophies, models, and theories related to the profession. Apply scholarship in professional contexts to enhance practice. Dispositions to theorize practice; to advance new scholarship to the profession. **Societal/Cultural Context** - Know contributions made by the profession to higher education communities and beyond. Ability to critique contemporary social and cultural issues and situate them into practice. Disposition to appreciate global perspectives in higher education.) [ILO-SK.M.2, SK.M.3]

2. Apply student development theories relevant to student learning (ACPA/NASPA: **Understanding Theory** - Know student development theories and models that facilitate holistic development. Ability to articulate how theoretical constructs influence development; recognize how one's own development can bias one's perspective. Disposition to think abstractly about lived experience; to reflect on one's identity, learning, and practice; **Design and Application** - Know theory-to-practice models and implementation steps. Ability to utilize learning goals to create intentional learning strategies and opportunities. Disposition to be intentional in using theory in the design and implementation of learning opportunities.) [ILO-SK.M.4]

3. Develop knowledge, skills and dispositions relating to policy development, law, compliance, and governance structures in higher education (ACPA/NASPA: **Laws and Legal Systems** - Know laws of country, state or province, and regulations that both influence and govern higher education. Ability to apply the law to policies and practices carried out by individuals working in higher education. Disposition to see the big picture and respond appropriately to regulations imposed by external influences. **Governance** - Know the governance structure, policies, and legal resources at one's institution. Ability to describe and interpret the procedures and processes required to engage with the governance structure. Dispositions to work collaboratively; consult with stakeholders as appropriate; promote equality, and challenge injustice. **Ethical and Inclusive Application of Policy** - Know how policy is developed and applied, including how policies may promote or discourage equitable practice. Ability to engage in difficult conversations about contested issues, gather input from diverse stakeholders, and formulate policy that appropriately represents stakeholders. Disposition to work within the system to propose and enact meaningful change where all voices are represented. **Civic Engagement** - Know how to engage with law, policy and governance outside of the University and apply it to University systems. Ability to remain current with changing policies and to connect the institution's constituents to the systems occurring outside the institution. Dispositions to become an active and engaged citizen; to abide by democratic processes and outcomes. **Professional Service** - Know the value that student affairs and the higher education community assign to service. Ability to contribute positively to the profession. Dispositions to actively share lessons learned through service to professional associations and publications; **Crisis & Risk Management** - Know campus risk management and campus emergency management policies in response to critical incidents. Ability to create, interpret, and enforce policies to minimize risk and liability. Disposition to respond with urgency in critical moments; **Hiring and Staffing** - Know institutional policies and practices for fair and ethical recruitment and hiring; state/province and federal laws regulating employment; best practices for staffing functional areas. Ability to design and evaluate staffing structures with attention to employee diversity and distribution of work; create or contribute accurate information for job descriptions. Dispositions to create and value a diverse workplace; to represent the institution, workplace, and position accurately.) [ILO-IS.M.3; CL.M.1]

4. Demonstrate effective interpersonal skills and evidence-based strategies when advising diverse individuals and groups in higher education settings (ACPA/NASPA: **Interpersonal Skills** - Know theory and techniques for advising and supporting others from various cultures and identities. Ability to help others set goals and achieve them; to evaluate what students need to succeed. Dispositions to support others, foster trust, and respect the identities, views, and choices of others; **Professional Development** - Know current laws, policies, and techniques for advising and helping. Ability to use technology to increase knowledge and skills; to advise and inform others. Dispositions to keep knowledge and skills current; to use creative thinking to

facilitate others' learning; **Group Dynamics** - Know theory and techniques for advising and supporting groups. Ability to help groups set and achieve goals and reflect on them; to address implicit conflicts and other obstacles to success. Dispositions to support groups and respect their views and choices; **Skill Development** - Know relevant professional development practices and motivation theories; identify areas for professional growth, create plans, and facilitate development in self and others. Know how to present relevant information in a clear, organized, and manner; convey essential information to appropriate audiences as intended. Dispositions to value continuous learning and growth; to motivate self and others to achieve organizational goals; **Partnering with Others** - Know how to connect with local and external resources; to design and promote programs. Ability to identify, assess, and promote referral services; mentor others; create interventions in response to student needs. Disposition to promote the rowth and health of others. **Conflict and Crisis Situations** - Know crisis intervention plans; various approaches to problem solving and mediation. ability to advocate for others; to discern when conflicts are escalating. Dispositions to think creatively and critically; to respond with urgency in crisis; to care for people in need. [ILO-SK.M.1]

5. Demonstrate leadership skills through envisioning, planning, and affecting change in higher education settings. (ACPA/NASPA: **Campus and Civic Engagement** - Know the importance of campus and civic engagement play in fostering civic responsibility. Ability to create intentional global engagement and citizenship development opportunities. Disposition to assume the responsibilities of a global citizen; **Change Management and Innovation** - Know leadership theories and practices that can improve operations and campus cultures. Ability to assess the political, social, and cultural landscape of one's campus, the context of higher education, and society. Dispositions to consult stakeholders; to think strategically, critically, and creatively; to take action in the face of criticism; to exhibit confidence in the capacity of individuals to organize and take action.) [ILO-BI.M.2]

6. Develop awareness and skills related to social justice and inclusion, which effect systemic change in higher education settings (ACPA/NASPA: **Understanding of Self and Navigating Systems of Power** - Knowledge of concepts of power and privilege in relation to identities, intersectionality and equity. Ability to operationalize methods to respond to social dynamics in an equitable manner. Dispositions to be flexible in practice, to account for differences, and advocate for more equitable practice; **Engaging in Socially-Just Practice** - Knowledge of behaviors and practices that promote inclusion. Ability to incorporate knowledge of inequities, social justice frameworks, and social trends through daily interactions, behaviors, and work products. Disposition to dismantle bias, engage in consciousness raising and lead by example in a way that allows for learning and progress; **Organizational Systemic Advocacy** - Knowledge of the manifestation of institutional oppression and strategies to create equity. Ability to build an active network of campus stakeholders dedicated to facilitating change. Disposition toward institutional and personal accountability, while empowering others to do the same.) [ILO-BI.M.3]

7. Use organizational, management, and leadership theories and skills relevant in higher education settings. (ACPA/NASPA: **Foundational and Theoretical Principles of Leadership** - Knowledge of research, theory, and current practices that promote effective leadership. Ability to identify needs, consider and apply leadership teory and models in one's work. Disposition to view leadership broadly, as a complex response to addressing the needs of people and organizations; **Resource Management, Stewardship, and Sustainability**- Know institutional procedures for budgeting and facilities use and policies related to sustainability. Ability to monitor revenue and expenditures and interpret financial reports; conduct fundraising initiatives; cross-divisional teams; assess risk and liability. Disposition to use resources ethically and conscientiously for long-term sustainability; **Supervision, Communication and Conflict Resolution** - Know scholarly literature and best practices related to supervision, conflict, and management. Ability to supervise others using a variety of techniques and communication styles; negotiate with others to resolve conflict; forecast needs of the organization. Dispositions to guide and critique the work of others; to accept conflict as normal; to engage in resolution strategies. **Assessment, Advocacy, and Networking** - Know institutional policy and goals; professional networks and their impact on goal achievement. Ability to communicate with various groups; motivate others; interview and select staff and assess professional performance. Dispositions to act with transparency; to cultivate appropriate alliances and collaborate with others; **Teamwork and Interpersonal Skills** - Know how to identify one's strengths and challenges as a leader and seek opportunities to develop skills. Ability to create, nurture, and advance an inclusive, cohesive team. Disposition

    to identify and develop skills of self and others; **Self-Awareness and Continual Reflection** - Know the experiences and theoretical perspective that inform one's leadership. Ability to engage in critical self-reflection and identify the relationship between beliefs and actions. Disposition to reflect on one's influence and to exhibit congruence between thoughts and leadership.) [ILO-BI.M.1]

8. Demonstrate how to analyze current research, design research studies, use statistical methods, and interpret results accurately. (ACPA/NASPA: **Methodology, Data Collection, and Data Analysis** - Know strengths and limits of research methodologies. Ability to match methodology with purpose of assessment and guiding questions; to collect and analyze data. Dispositions to take a critical stance in collection and analysis of data; rigorous attention to detail; creative thinking; **Interpreting, Reporting, and Using Results** - Know how to interpret data in practical terms that are relevant to the institutional context. Ability to present results concisely in reports that are useful to a variety of audiences; to use findings to make informed decisions and to align resources. Dispositions to collaborate; to represent findings accurately and fairly; to share interpretations with stakeholders, including students. [ILO-DL.M.4]

9. Analyze data to inform programs and services in higher education settings (ACPA/NASPA: **Assessment and Integration** - Know appropriate steps to evaluate and assess the effectiveness of learning and teaching. Ability to articulate, analyze and apply theory to improve practice at individual, divisional and institutional levels. Dispositions for social justice; to improve practice, guided by theory. **AER Design** - Know theoretical frameworks that align with organizational outcomes, goals, and values. Ability to create learner-centered outcomes that align with divisional and institutional priorities; to design and lead a process-oriented strategy to address the assessment's purpose or research questions. Disposition to think critically and systematically about questions and problems of practice; **Terms and Concepts** - Know and be able to describe terms, concepts, and strategies, associated with assessment, program review, evaluation, planning and research. Disposition to view AER as an essential element for improvement at the unit, division, institutional, and professional levels; **Values/Ethics/Politics** - Know the value of assessment and the ethical principles associated with data collection, management, analysis, and reporting. Ability to use results towards continuous improvement; to follow institutional policies and procedures. Dispositions to navigate institutional politics effectively; to adhere to standards; and to sustain a culture of assessment.) [ILO-BI.M.2]

10. Use digital tools, resources and technologies to advance student learning, development and performance as a student affairs professional (ACPA/NASPA: **Technology** - Know resources supported by the institution and their application to one's work. Ability to use technology, teach others, and assess the need to adopt new technologies. Dispositions to learn new technology; to value innovation and adopt technology that enhances one's work; **Technical Tools and Software** - Know new technologies and current usage patterns. Demonstrate ability to incorporate current technological tools into work, and be able to anticipate and troubleshoot software, hardware and connectivity problems as appropriate. Disposition to demonstrate adaptability in the face of fast-paced technological change; **Data Use and Compliance** - Know compliance laws and policies related to technology. Demonstrate ability to use and secure electronic data according to legal and ethical standards, utilize inclusive practices when developing online tools and be able to analyze accuracy and quality of data. Dispositions to value data accuracy and promote a culture around technology that fosters the legal and ethical use of data as well as an overall sense of accessibility and inclusiveness; **Digital Identity and Citizenship** - Know one's own digital identity and know how to access digital learning communities in which professionals learn and network. Demonstrate the ability to teach others about responsible engagement in digital communities, and both utilize and constructively contribute to local, country and global digital learning communities. Disposition to be aware of one's digital reputation and influence in digital communities and networks; **Online Learning Environments** - Know research and trend data related to use of technological tools. Demonstrate ability to appropriately integrate digital communications into one's work and be able to design and implement co-curricular learning experiences in both online and hybrid formats. Dispositions to be a consumer of new information and to collaborate when designing new tools and programs.) [ILO-SK.M.1]

11. Use ethical standards and commitment to personal wellness and growth to develop and maintain integrity in personal and professional life. (ACPA/NASPA: **Health and Wellness** - Know health-related facts and behaviors. Ability to assess the state of one's health and how to seek holistic wellness. Dispositions to be disciplined in pursuit of wellness lifestyle, to seek help, and to support others as needed; **Ethical Codes and**

Professional Standards - Know ethical codes and professional standards, how ethics intersects with legal obligations and cultural influences. Ability to articulate one's ethical code and protocol for decision making, hold others accountable, and consult with others about ethical practice. Dispositions to seek help, to accept ethical guidance, to support others' development, and to sustain an ethical workplace culture; **Self-Assessment and Reflection** - Know personal beliefs, values, assumptions, biases. Ability to engage in rigorous and systematic self-reflection and share insights with others as appropriate. Dispositions to seek meaning in experience and to implement one's insights.) [ILO-AL.M.2]

Course Objectives

Upon successful completion of the practicum, the student will be able to:

1. Manage assigned project(s) related to student affairs in higher education. (PLO 1-11)

2. Differentiate the variety of roles and general responsibilities of student affairs professionals in a college or university setting, both historically and in a contemporary setting. (PLO 1, PLO 7)

3. Use skills and knowledge articulated in the CAS Professional Competency Standards as well as state and local standards specific to student affairs. (PLO 5, PLO 9)

4. Prepare communications clearly, concisely, and professionally in interactions with administrative team, including staff members and other professionals (and fellow students related to practicum work and student advancement. (PLO 4, PLO 10)

5. Propose discussions as appropriate to assigned project(s) regarding policy application and decision-making typical for those serving in student affairs roles. (PLO 3, PLO10)

6. Support multicultural needs and initiatives regarding equality, diversity, and inclusion in the higher education context at the appropriate times using appropriate interventions. (PLO 4, PLO 6)

7. Comply with rights of privacy, confidentiality, and informed consent in daily actions. (PLO 3, PLO 11)

8. Demonstrate punctuality, dependability, a sincere work ethic, and professional demeanor. (PLO 11)

Course Requirements - **Description of the Practicum Journey - Evaluation Procedures**

NOTE: This is an overview of the requirements to be met during your practicum. Please download and carefully read the _**End of Program Assessment Manual for Master's Programs**, **Chapter IV: Master's Capstone: Practicum and** Critical Reflection Paper_ for specific requirements, and note any distinctions between what is required in the Manual and these course requirements.

Practicum Proposal/Site Verification/Confirmation Letter by Site Supervisor (CO1)
Prior to the start of the Practicum, the "Site Application and Consent" form shall have been submitted and approved by the Program Director, which also includes a confirmation letter by the Site Supervisor/Mentor. It is the candidate's responsibility to locate and confirm a suitable higher education institution and supervisor/mentor (prior to the start of the course).

The Practicum Proposal shall be the first written assignment in the course. The Practicum Proposal (as stated in

the APUS End of Program Assessment Manual) is a formal APA submission (300-500 words) that provides a description of the practicum, including the location and/or organization in which the practicum will be completed, a description of the 150* hours of work required to complete the practicum, the schedule and objectives for the work to be completed, and the name and title of the supervisor/mentor in the institution/organization. In addition, the candidate will need to describe how completing this practicum is consistent with their course of study and articulate the personal objectives they hope to achieve through the completion of this practicum. The proposal should explain which two (at least) of the CAS Standards will be engaged/pursued during the practicum, and convince the practicum professor that the proposed practicum merits application and integration of learning for the student and specified degree. It should show that the student has read the relevant and recent literature related to the practicum selection, and it should contain a list of materials consulted during the preliminary stages as part of the rationale for doing the practicum in the identified institution/organization.
*(this is an intentionally different number of hours from what is stated in the EOP Assessment Manual)

Forum Discussion/Reflection (CO2, CO3, CO4, CO5)
Please join the forums each week. Students must post an initial reply to each weekly forum topic and reply at least twice to other students (or professor) for each Forum. Replies must be posted in the week due and replies after the end of the week will not be graded. Discussion Forums are for student interaction and input should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites. Note that a significant number of discussion topics will incorporate student reflections on the practicum experience and constitute the reflection journal portion of the course.
Discussion Guidelines:
- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Follow-up reply to at least two of your classmates (or professor) by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 100 words, and should advance the conversation.
- All forums/rubrics can be accessed in the Discussion section of the course.

Weekly Activity Log (CO1-8)
Candidates shall keep an activity log for recording brief summaries (1-2 sentences minimum) of weekly activities throughout 15 of the 16 weeks of the course. Each weekly entry will specify hours spent and should total 150 hours by the conclusion of the practicum. The Activity Log will be submitted as an artifact of practicum fulfillment during the last week of the course.

ePortfolio (CO1, CO3, CO4)
Candidate shall create a 2-3 page ePortfolio or Portfolium showing/depicting features their work experience/skills and qualifications. Consult internet and APUS Portfolium resources to assist. Note: if you already have an ePortfolio, you may elect to use it (making sure it is up-to-date with this course).

Two Uploads are required as part of this assignment. **First, prepare a 150-word statement** (uploaded as a Word.doc in the Assignments section, no particular format required) regarding the overall value in the creation of an E-Portfolio. Include the link to your eportfolio/Portfolium at the top of the first page of your statement. Note that the values in the rubric may be affected by the orderliness and overall quality of the writing and use of technologies involved. **Second, upload the link to your eportfolio/Portfolium** in the appropriate Forum Discussion (Week 15) so that other members of the class may see and discuss your work.

Preparation: If you elect to use the APUS Portfolium link, see it on the tool bar at the top of the course home page, as well as the following resource link: https://community.canvaslms.com/t5/Portfolium-Network/tkb-p/network

Critical Reflection Paper (CO1-8)

The Candidate shall write an APA formal 2500-3000 word (not counting title page or references) Critical Reflection Paper using Kolb's Experiential Learning Cycle (see documentation for Kolb).
The paper should be written in sections with appropriate level headings as follows (in conjunction with Kolb):

Overview of the Practicum Experience
Briefly describe the experience of your practicum. (Do not analyze or interpret it in this section of the paper.) Provide facts such as where you worked, what you did, types of interactions you had. This is the section where your daily log activities and interactions will help you to successfully complete it. How is/isn't the experience what you expected it to be?

Reflections on Theory and Literature
Describe the various theories and concepts from your program (with appropriate referencing) that relate to your practicum journey. Are there any inconsistencies? How did the theory/literature challenge your experience and how did your experience challenge the theory/literature? Report facts using appropriate theory.

Conceptualized Learning
What new areas of learning did you engage? What can you conclude is different in what you learned from what you previously thought or had previously been led to believe? This is an analytical section of your paper where you demonstrate competency in the conceptual knowledge gained in completion of your degree program as well as critical thinking and analysis of these concepts and the work experience. Analytical thinking needs to be demonstrated in this section. Although first person is acceptable in this paper, be careful to avoid unsubstantiated opinion in this section.

Active Experimentation
What do you take away from the practicum that you shall use or try out in your work going forward? What areas of learning from the practicum—and program—do you still need to try out? What would you do differently in the situation if you were to do it again? What did you learn about yourself? What would you change? Why?

Supervisor Statement (verification) and Conference
The candidate's supervisor/mentor will provide an evaluation of the final status of the practicum. To do so, the Supervisor/Mentor will complete the **Practicum Evaluation Statement** (see attachment in assignment area of course) and send it via email to the course instructor. In addition, the candidate shall arrange a conference (call or Zoom) with the Supervisor/Mentor, the Student (candidate), and the Practicum instructor to discuss the evaluation.

PPT Presentation and Oral Presentation (CO1-8)
Candidate shall prepare a 10-12 slide PowerPoint presentation that comprehensively shows the highlights of the Practicum experience. Required elements include: Title page; Introduction page showing candidate, site, and supervisor/mentor; Description of journey and identification of at least two CAS standards for focus/process; Personal strengths/Weaknesses discussed (two of each); Development plans and future goals/role desired; Observation of key areas to address in current higher education organizations; Summary and takeaways from the journey. Additional pages may be included as needed/desired.

In addition to uploading the completed PPT for grading, the student will share the presentation with the class, instructor, and Program Director, via a live Zoom session TBD during the last two weeks of the course.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online (portions of the course involving practicum work may be conducted onground). Course

materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Thursday of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Course Materials

Required Course Materials: None

Information will be provided to you from our library and outside professional websites. As a higher education professional, it is imperative that you develop essential skills as an academic consumer.

Library: Please take a moment to explore the online library. Here you will find helpful information for forums and assignments. If you have any questions on using the library you can find tutorials on the library website or you can contact a university librarian.

Websites: Feel free to explore other websites that may be helpful to getting your point across in the forums. However, please remember to properly cite each source. Remember that Wikipedia (or any other Wiki site) is not an appropriate resource; however, Wiki sites often contain links to valid sites worth evaluating.

Additional Course Materials:
Additional suggested course material is provided throughout the course. Please abide by the university's academic honesty policy when using Internet sources. Note Web site addresses are subject to change.

Grade Instruments	% of Final Grade
Practicum Proposal/Site/Confirmation	5%
Forum Discussion/Reflection	25%
Weekly Activity Log	10%
*ePortfolio/Portfolium	15%
Critical Reflection Paper	25%
Supervisor Statement and Conference	5%
PowerPoint and *Oral Presentation	15%
TOTAL	100%

*ePortfolio/Portfolium and Oral Presentation are program requirements and must be completed satisfactorily in order to graduate from the program.

Course Outline

Weeks	Topic(s)/Activities	Weekly Learning Objective(s)	Reading(s)	Assignment(s)
1 Introduction to the Student Affairs in Higher Education Practicum	Course Introduction Getting Set Up in the Practicum Clarifying objectives for the 16-week practicum journey	1. Examine Course Objectives and regular expectations (weekly discussions and activity log entries) 2. Adapt to practicum role and responsibilities.	Use program eReserve texts and internet sources	Welcome (Introduction) Discussion (CLO 1, 3, 4) Practicum Proposal / Site Verification / Confirmation

		(Note: Course CLOs 1-8 apply throughout)		Letter (CLO 1) Begin Practicum Work (CLO 1-8) Weekly Activity Log (CLO 1-8)
2-14 Practicum Engagement	Ongoing Engagement of the Practicum	1. Assess assigned role or project in Student Affairs in Higher Education 2.. Develop in (at least) two CAS Standards as focus for Practicum 3. Analyze experiences in the Practicum journey 4. Implement a variety of concepts and actions as needed in your assigned work in the practicum 5. Examine progress with site supervisor/mentor as needed or arranged 6. Create website of personal web presence (Note: Course CLOs 1-8 apply throughout)	Use program eReserve texts and internet sources	Continue Practicum Work (CLO 1-8) Weekly Discussion / Reflection (CLO 1, 3, 4) Week 14: ePortfolio. / Portfolium Assignment (CLO 1, 2, 3, 4, 6, 7) Weekly Activity Log (CLO 1-8)
15 Summarizing the Practicum Experience	Ongoing engagement of the Practicum Summarizing the Practicum experience	1. Analyze experiences in the Practicum journey 2. Implement a variety of concepts and actions as needed in your assigned work in the practicum	Use program eReserve texts and internet sources	Continue Practicum Work (CLO 1-8) ePorfolio / Portfolium

		3. Examine progress with site supervisor/mentor as needed or arranged 4. Produce a reflective document that details the experiences of the Practicum journey (Note: Course CLOs 1-8 apply throughout)		Discussion (CLO 1, 3, 4) Critical Reflection Paper (CLO 1-8) Weekly Activity Log (CLO 1-8)
16 Concluding the Practicum	Final work on the Practicum; tie off responsibilities Final meeting with Supervisor/Mentor Arrange and execute the presentation	1. Evaluating the value of learned experiences in the practicum. 2. Implement a variety of concepts and actions as needed in your assigned work in the practicum 3. Examine progress with site supervisor/mentor as needed or arranged 4. Construct a presentation that shares the practicum experience with class members. (Note: Course CLOs 1-8 apply throughout)	Use program eReserve texts and internet sources	Continue Practicum Work (CLO 1-8) Weekly Discussion / Reflection (CLO 1, 3, 4) Submit Weekly Activity Log (CLO 1-8) Supervisor Evaluation Statement and Conference (CLO 1) PPT and Oral Presentation Assignment (CLO 1-8)

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy

Plagiarism Policy
Extension Process and Policy
Disability Accommodations

Citation and Reference Style
Attention Please: Students will follow the American Psychological Association (APA) manual (7th edition) as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the citation style cited in the APA manual (7th ed). See http://www.apastyle.org/ and http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx

Websites: Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

Documents/Files: When uploading assignments, make sure they are in doc, docx, or RTF format. Make sure to properly format papers (or PowerPoint) with a cover sheet. Use black 12 Times New Roman, Arial, or other appropriate font. Adhere to the essentials of Standard American English grammar, word choice, spelling, and punctuation and APA 6th edition.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class resources, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

Late Assignments
Students are expected to submit classroom assignments by the posted due date and to complete the course

according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.*com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale		
Grade	**GPA / Percent**	**Description**
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level
B-	2.67 / 83-80	Minimum Quality for Practicum work
C+	2.33 / 79-77	Unsatisfactory for Practicum work
C	2.0 / 76-73	Failing
C-	1.67 / 72-70	Failing