



**THE UNIVERSITY OF MISSISSIPPI**  
**GENERAL GUIDELINES FOR PRACTICUM STUDENTS**  
**PRACTICUM IN HIGHER ED AND STUDENT PERSONNEL SERVICES**  
**EDLD 667/668**  
**DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION**

The following is a list of operational guidelines for practicum students who are enrolled in EDLD 667 or EDLD 668, Practicum in Student Personnel Services. Close adherence to these guidelines is necessary to ensure a meaningful experience for the student and for the hosting site. In the event the student feels unable to operate within the parameters described below, the student is encouraged to seek an alternative site.

1. Practicum students will be introduced to the faculty and staff of the administrative unit. This will facilitate the student's understanding of the various roles and functions of the personnel of the functional area. It will also facilitate the student's assistance form and cooperation with the faculty and staff.
2. Each site supervisor must develop a job description for each practicum function that exists in their administrative unit. This job description will explain to you what your role will be within the unit. This is extremely important so that you can choose appropriately the practicum that will best suit your needs. You will acknowledge your agreement with the job description by signing the practicum agreement form.
3. Each student must develop an individual practicum plan (IPP) for his/her experience complete with goals, objectives, and strategies for personal development. This plan along with the job description will serve as the guiding documents for implementation of the practicum. Therefore it is extremely important that the student participate with the site supervisor and the EDLD course faculty in the development of the IPP. The student's signature indicates a commitment to learn from the experiences outlined in the IPP.
4. Students and site supervisors are encouraged to set aside time on a regular basis when they may meet to discuss concerns relating to the practicum experience. In addition the student should seek assistance from the site supervisor in work-related assignments. This time may also be used by the student in monitoring and evaluating the practicum site.

Students will evaluate practicum site mid-way through and at the culmination of the practicum. The EDLD course faculty will provide a practicum site evaluation form for this purpose. The student may wish to develop other evaluative materials.

1. Students are encouraged to engage in as many varied experiences as possible, including: attendance at meetings, conferences, planning sessions, administrative tasks, special projects, and day-to-day functions of the office. Clerical duties are not considered practicum experiences.
2. The student must agree to let the site supervisor conduct an evaluation of the student mid-way through and at the culmination of the practicum. The EDLD course faculty will provide a practicum student evaluation form. The site supervisor may wish to develop other evaluation materials.
3. The student will keep a detailed log documenting the 150 hours of work required for completion of the practicum. This will include the time of day worked, duration of each work session, type of task you were involved with, and with whom you were working.
4. The student will keep a daily journal addressing the work hours recorded in the log. This journal will be a detailed discussion of how decisions are made, why certain tasks were performed, and how the work has become meaningful in your understanding of the administrative unit. You will want to consider how alternative plans/decisions may have yielded different results, how decisions affected people in the work place, how and why you agreed or disagreed with the decision, etc. I especially want you to think about how you are learning about the administrative unit and how your thinking about that function is changing over time. You might include thoughts about how you perceive the nature of the service offered and its importance to the overall function in student personnel services. Think if you have discovered something about this service such as “I would not want to do this type of work for a living.” Or, “I contributed to this office because I made a suggestion that helped solve a problem.”

Students enrolled for practicum will meet several times throughout the semester as determined by the practicum supervisor. These meetings will allow students to discuss the areas of their practicum to provide fellow students insight into other areas of the profession.



**EDLD 667/668**  
**PRACTICUM IN STUDENT SERVICES**  
**SYLLABUS**

### Introduction

Student development practitioners in educational institutions need a broad background of knowledge, skills, and abilities if they are to function effectively. These cognitive aspects, however, need to be interwoven with practical experiences. The Student Development Practicum provides an opportunity for actual on-the-job exposure to specific functions of the student personnel field by allowing the student to observe and participate in various student development functions in area college/university settings.

### General Objectives

- To have contact with and become involved in a practical manner with student development practitioners and other personnel in a college/university setting.
- To gain an understanding of at least two specialized student affairs areas and begin to develop skill in the performance of these areas.
- To become aware of the necessity for interpersonal understanding and cooperation in problem solving.
- To gain at least a preliminary level of supervised experience in student affairs applications, programming and management.
- To assist in developing a personal philosophy of college student affairs work which will form a foundation for future action.
- To engage in self-evaluation and assess the need for additional training and personal growth.
- To have an opportunity for evaluation by professional student development practitioners in the field and by the program faculty instructor.
- To be introduced to and gain some supervised experience in the use of a variety of professional resources such as appraisal instruments, computers, print and non-print media, professional literature, and research.
- To have supervised experience in organized development.

### The Process

- Discuss goals and objectives as well as possible practicum sites with the instructor.
- Instructor will contact sites to check on availability.
- With the approval of the instructor, make an appointment to meet with the site personnel to explore the learning opportunities there.

- Meet with the instructor to discuss findings and to draft a set of goals and objectives specific to the site(s). The student will take this draft to the site supervisor to discuss and negotiate.
- Once the goals and objectives are approved by the site supervisor, a typed copy will be submitted to the instructor and the site supervisor. These will be the foundation for that site.
- Provide a copy of this syllabus to the site supervisor so that she/he is aware of the responsibilities of all of us.

**Note:** The supervisor must:

- 1) Have a minimum of a master's degree in the program emphasis area;
- 2) Have a minimum of two years of pertinent professional experience
- 3) Be appraised of the program's expectations, requirements and evaluation processes, and
- 4) Be willing to take responsibility for the practicum consistent with these requirements.

The site supervisor agrees to supervise the student under these conditions:

The student will be able to study the broad scope of and perform some of the usual activities that a regularly employed staff member in the setting would be expected to perform. This will be accomplished through observation and participation in a variety of individual and group activities with clientele appropriate to the student's program emphasis.

#### Other Processes

- A minimum of 150 total contact hours worked at the practicum settings (usually, but not always, split 75/75 at each site) will be required, including 15 hours of direct service work with clientele appropriate to each student's program emphasis. (Note: "direct service" — "face-to-face" interaction with clients (students).)
- Regular hours will be scheduled by you and the site supervisor
- The student will meet each week with the site supervisor to discuss performance and other aspects of the function(s).
- The practicum should include a brief meeting with the instructor every other week, with a seminar meeting occurring in the other weeks.
- The student will prepare and turn in a reaction report to the instructor 48 hours prior to our individual meetings. (Maximum of two typed pages, giving information about primary activities, total hours for the time period, hours of direct service problems, and questions.)
- At mid-term and at the end of the semester, the student will have an individual evaluation meeting with the instructor. The site supervisor will provide the faculty supervisor with evaluation information. The student will also be asked to evaluate the site.
- Results of the practicum will be shared with all parties.

Grading is on an A-B-C-D-F scale. Successful completion of all course requirements will result in an appropriate grade.

Dates for Practicum Seminar: TBA



**STUDENT DEVELOPMENT PRACTICUM SITE FORM  
EDLD 667/668**

Name of Office: \_\_\_\_\_

Name of Contact Person: \_\_\_\_\_

Campus Address and Phone Number: \_\_\_\_\_

Practicum site available (check all that apply):

\_\_\_\_\_ Fall semester      \_\_\_\_\_ Spring semester

If there is a deadline for applications, please provide that information for each semester.

\_\_\_\_\_ Fall semester      \_\_\_\_\_ Spring semester

How many students could you accommodate each semester? \_\_\_\_\_

Please describe the types of learning opportunities (advising, consultation, programming, administrative, or special projects) that are available at your site. (Feel free to attach any other material you would like to include about your office.)

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Are there any special skills, experiences, or course prerequisites necessary for your site? Also, what information will you need from prospective students (e.g. goals, vita, interview)?

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Is there any other information you would like to include?

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**PRACTICUM IN STUDENT PERSONNEL SERVICES EDLD 667/668  
PRACTICUM SITE STUDENT AGREEMENT PLAN  
INDIVIDUALIZED PRACTICUM PLAN (IPP)  
DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION**

Student's Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Student's Address: \_\_\_\_\_

\_\_\_\_\_

Student's Phone Number: \_\_\_\_\_

I agree to follow the directives agreed upon by the administrator and myself and be part of an administrative team and all activities that are assigned to me. I also agree to keep the administrator aware of my schedule and activities.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EDLD Practicum 667    668    (circle one)

Site Supervisor: \_\_\_\_\_

Administrative Office: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Supervisor's Phone Number: \_\_\_\_\_



**PRACTICUM IN STUDENT PERSONNEL SERVICES EDLD 667/668  
PRACTICUM SITE SUPERVISOR AGREEMENT PLAN  
DEPARTMENT OF LEADERSHIP AND COUNSELOR EDUCATION  
UNIVERSITY OF MISSISSIPPI**

Student's Name: \_\_\_\_\_ SS#: \_\_\_\_\_

Student's Address: \_\_\_\_\_  
\_\_\_\_\_

Student's Phone Number: \_\_\_\_\_

I agree to follow the directives agreed upon by the administrator and myself and be part of an administrative team and all activities that are assigned to me. I also agree to keep the administrator aware of my schedule and activities.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

EDLD Practicum 667    668    (circle one)

Site Supervisor: \_\_\_\_\_

Administrative Office: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Supervisor's Phone Number: \_\_\_\_\_

I agree to supervise the above-named practicum student based on the agreed-upon job description and student goals and objectives. I will direct the activities of the student in a way that will ensure the student develops an informed perspective on the function of my administrative area of responsibility. I will assist the student in selecting appropriate activities, and in gaining access to meetings and functions of the office staff. I will provide information to the faculty member responsible for EDLD 667 and 668 Practicum in Student Personnel Services in order to assist in evaluating the student's performance. I understand the nature of the applied practice assignment (practicum) and its role in providing the student with appropriate experiences for learning in a student services functional area. Clerical work is not considered practicum experience.

Signature: \_\_\_\_\_



**PRACTICUM IN STUDENT DEVELOPMENT  
SITE AND SUPERVISOR EVALUATION  
EDLD 667/668**

Name of Setting: \_\_\_\_\_

On-Site Supervisor Name and Title: \_\_\_\_\_

Average hours per week spent on the job: \_\_\_\_\_

In order to improve the practicum component of the Student Development Program, it is necessary to obtain an evaluation of your field setting and your site supervisor. I am interested in your observations, opinions about strong and weak points, and reactions to your experience. The following questionnaire contains both closed and open questions; please feel free to make comments as appropriate. Please circle your response and write additional comments in the space below each item.

	Strongly Disagree	Disagree	Agree	Strongly Agree	NA
1. The practicum experience helped me apply student development theory.	1	2	3	4	NA
2. I always felt welcome in the setting.	1	2	3	4	NA
3. Site personnel and staff members interacted with me and related to me in a colleague-like manner.	1	2	3	4	NA
4. Upon starting my practicum I received a comprehensive orientation, which covered the organization's mission, goals, administrative structure and relevant policies and procedures.	1	2	3	4	NA
5. As part of my on-site orientation, I learned about the organization's relationship to other departments and to the university as a whole.	1	2	3	4	NA
6. My site supervisor and I established my goals and objectives early in my practicum.	1	2	3	4	NA

7. My practicum was implemented in a timely manner.	1	2	3	4	NA
8. My site supervisor met with me regularly.	1	2	3	4	NA
9. My site supervisor seemed knowledgeable about his/her area of responsibility.	1	2	3	4	NA
10. My site supervisor seemed to be aware of pertinent professional and current issues related to the work of the setting.	1	2	3	4	NA
11. My site supervisor was a good model for me should I choose to work in this area.	1	2	3	4	NA
12. My site supervisor was receptive to suggestions I made.	1	2	3	4	NA
13. My site supervisor seemed genuinely interested in what I had to say.	1	2	3	4	NA
14. My site supervisor seemed genuinely interested in me as a person and as a future professional reference.	1	2	3	4	NA
15. My site supervisor helped me to assess my strengths and weaknesses as a student development worker.	1	2	3	4	NA
16. I feel my supervisor knows me well enough so that I could use him/her as a professional reference.	1	2	3	4	NA
17. I felt I had the freedom to entertain viewpoints other than those of the supervisor, without prejudice.	1	2	3	4	NA
18. In this experience I was allowed the freedom to develop my own style working in the site.	1	2	3	4	NA
19. The environment in the site was quite open and I was given access to information to the extent that is professionally appropriate for a practicum student in this site.	1	2	3	4	NA
20. I believe I have learned a great deal and have grown professionally through my experience in this practicum.	1	2	3	4	NA
21. As a result of this practicum experience I am now preparing to take an entry-level position in this (or a similar) agency.	1	2	3	4	NA

22. I feel this practicum needs to be modified before the students participate in it again. (Comment on the modifications, please.)	1	2	3	4	NA
23. I feel this site should be highly recommended to students considering it for a practicum.	1	2	3	4	NA
24. I feel this practicum site should be discontinued.	1	2	3	4	NA
25. Adequate and accurate preassignment information were available (I knew what to expect).	1	2	3	4	NA
26. Ample time was available for me to accomplish desired learnings.	1	2	3	4	NA
27. Ample preparation time to assume responsibility was available to me.	1	2	3	4	NA
28. Ample opportunity was available to exercise my judgment and try out new ideas.	1	2	3	4	NA
29. Ample opportunity was available to be involved in many different functions.	1	2	3	4	NA
30. There was ample contact with students.	1	2	3	4	NA
31. Professional ethics were exemplified and discussed.	1	2	3	4	NA
32. Problems of discrimination were dealt with appropriately.	1	2	3	4	NA
33. The experience was well-structured and designed to promote learning.	1	2	3	4	NA
34. I was provided ample opportunity to observe and acquire new skills.	1	2	3	4	NA
35. Ample opportunity was available to help me achieve personal objectives.	1	2	3	4	NA
36. I am completely satisfied with this fieldwork experience.	1	2	3	4	NA
37. This field experience has motivated and encouraged me about entering the student affairs profession.	1	2	3	4	NA
38. This experience was invaluable to my professional development.	1	2	3	4	NA
39. I honestly gave all I could to being a great practicum student.	1	2	3	4	NA





**Evaluation of a Practicum Student  
EDLD 667/668**

Student Name: \_\_\_\_\_

Names of Sponsoring Agency: \_\_\_\_\_

Name of Primary Sponsor: \_\_\_\_\_

Please rate the student on the following:	Low		Average			High
1. Number and quality of questions asked.	1	2	3	4	5	NA
2. Assumed initiative and responsibility.	1	2	3	4	5	NA
3. Was interested in and committed to the area.	1	2	3	4	5	NA
4. Was actively involved in the office (i.e. initiative to do or learn)	1	2	3	4	5	NA
5. Was effective in relating to ALL staff.	1	2	3	4	5	NA
6. Was at ease and effective in relating to students.	1	2	3	4	5	NA
7. Discussed his/her thinking about the area.	1	2	3	4	5	NA
8. Asked for help when needed.	1	2	3	4	5	NA
9. Maintained his/her agreed-upon weekly schedule.	1	2	3	4	5	NA
10. Completed assignments and tasks effectively.	1	2	3	4	5	NA
11. To your knowledge, does the student plan to work in your area after graduation?	1	2	3	4	5	NA

12. No matter how you answered #11 above, how would you rate the student as a possible candidate for full-time employment in your or a similar office? (circle one)

Poor                  Fair                  Good                  Very Good                  Excellent

13. How many people, including yourself, served as a supervisor? \_\_\_\_\_

14. Please tell me about those characteristics of the student you think are “good” and those characteristics you think are “needs improvement”. Please include other comments or opinions you have about the student. (Use the back if necessary).

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15. Please circle your recommended grade for this student:

Satisfactory                  Unsatisfactory

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Name (please print)

Signature of Site Supervisor

Date