



Hi Ed 650.001 Advanced Practicum in Supervision and Curriculum

COURSE SYLLABUS: Fall 2012

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings: Students choosing to prepare a literature review are advised to use

- *Publication manual of the American Psychological Association*, 6th ed. (2011).
- Pan, M. (2008). *Preparing literature reviews: Qualitative and quantitative approaches*, 3rd ed. Glendale, CA: Pycszak Publishing.

Students opting to pursue a literature review under this course must consult with the instructor and their academic advisor about suitable selections.

Students choosing to pursue a practicum experience must identify a field supervisor with whom to work and present a project for the university instructor's approval. Please read below carefully.

Course Description: Three semester hours. **Includes supervised practical experiences in supervision and curriculum in a wide variety of environments.** Prerequisite: consent of instructor (*Graduate Catalog*, 2010-2011, online version).

This course immerses students in a professional experience, either as an intern for a full-time administrator, instructional leader, or faculty member, or as a researcher completing a literature review preparatory to conducting research leading to a dissertation. It requires setting specific goals, objectives, activities, and tasks. Interns receive an end-of-course evaluation from their field supervisor, an effort that serves as one component of the final course grade.

Student Learning Outcomes: Upon completing this course, the student will be able to

1. Demonstrate problem-solving and decision-making while planning, implementing, and evaluating policies and procedures in a higher education setting; and
2. Explain the various roles and responsibilities of a higher education administrator or faculty member.

OR

3. Define and elaborate on the major themes from a literature review that will be foundational to a major research project;
4. Formulate appropriate research questions to guide dissertation research, and
5. Complete a substantive and technically correct review of literature in the field.

COURSE REQUIREMENTS

1. Instructional / Methods / Activities Assessments:

HIED 650 will incorporate several activities/assessments to achieve student learning outcomes. When involving a field experience under the supervision of a professional outside the university, these activities/assessments will depend on three instructional methodologies: student field work, a third-party performance evaluation, and a written final report including a log of activities.

The literature review will be a 30-50 page survey of the literature related to a selected research topic. The review will be completed according to APA 6th edition guidelines and formatted as follows: double spaced with **1" margins on all sides, in Times New Roman 12.0 font.** All papers will be reviewed through Turnitin to confirm originality.

2. Course Artifacts:

A. Prospectus (due electronically by **5 PM, 10 September 2012**): 200 points

Purpose: This assignment requires students to provide a formal conceptualization of their respective internship—to describe *what* they intend to accomplish and *how* the various planned tasks will be brought to fruition. The written prospectus requires an intern and the field supervisor (i.e., contact at the internship site) to jointly determine and plan for specific projects related to the HIED discipline, and then tailor the field work to maximize student learning.

An in-depth written prospectus will be submitted electronically to the university supervisor by the date and time indicated above. Students will use double-spaced type (Times New Roman 12-point font). The work must **comply with APA (6th ed.) guidelines. Do not recycle work from another course.**

This prospectus for the **field experience** **MUST** include all of the following:

- a. a completed Information Form (see page 12 of this syllabus);
- b. the mission of the field institution **AND** subordinate organization of assignment, and how the planned internship relates specifically to the HIED field of study;
- c. professional and personal learning objectives desired from the HIED 650 experience (i.e., what the student desires—and plans—to achieve by completing this internship);
- d. **specific details** regarding **each planned field project**. As a minimum, this requirement will be satisfied through GOAT planning. The field supervisor **must** play a key role in this planning. Due to university concerns about the protection of human subjects and the requirement for the submission of an Institutional Review Board protocol, students in HIED 650 will **NOT** perform **ANY** research project(s) during their internship experience.

As applicable, all projected GOAT planning will be documented in the following manner, for **each** major field project:

- What is the overarching **GOAL** of this project? (Provide a title/short description)
- What impact does/will this **GOAL** have on the institutional mission? Explain.
- What **OBJECTIVE/OBJECTIVES** are necessary/expected to achieve this **GOAL**?

- What **ACTIVITY/ACTIVITIES** will the intern perform for this project?
- What supporting **TASK/TASKS**, if any, will the intern (and other institution personnel, if applicable) specifically perform for this project?
- What will be the final product/outcome/endpoint for this particular project?
- What is the estimated amount of time needed to complete this particular project?

It is the student's responsibility to coordinate with the HIED 650 and field supervisor, IF questions surface about the quality, quantity, and suitability of any field project.

Please remember: this is a graduate-level internship focused on the professional development of future HIED administrators and/or faculty members. Interns will not be used as office clerical staff at the field organization.

Once the prospectus is graded, planned field projects **cannot** be deleted or reduced in scope--without approval by both the instructor and field supervisor. Requests to make alterations must be in writing, and routed through the field supervisor to the instructor. Instructor approval is **not** required to expand or add to the field projects. Any expansion or addition to field projects **must** be approved by the field supervisor.

e. A statement of concurrence (with signature from the field supervisor) regarding all planned field projects. This statement **MUST** be included with the prospectus submission.

Assessment method: Grading for this assignment will focus on:

- 1) how well the student satisfies the criteria shown in items 1a-d),
- 2) adherence to effective writing principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, and active voice), and
- 3) compliance with APA (5th ed.) criteria (including a reference list, if required).

2. Field supervisor end-of-course evaluation (due electronically (or by hard copy) by 5 PM, 06 DECEMBER 2012): 300 points

About this assignment: This assignment provides each intern with a formal assessment of his/her performance while serving at a field organization. Each student enrolled in HIED 650 will receive an end-of-course evaluation from the field supervisor. Due to the number and various types of field organizations supporting HIED 650, it is impossible to identify a single evaluation instrument for this assignment. Therefore, the instructor and field supervisor—during their initial discussion—will consider the best process for evaluating student performance. In some cases, the field supervisor may choose to use an existing evaluation form available from his/her organization or to submit a narrative evaluation that summarizes the performance of the student. Pages 13-14 of this syllabus offer a sample form that can be used “as is” or modified. Use of this sample is **not** required.

The intern is responsible for ensuring the timely submission of the evaluation and for ensuring that the evaluation from the field supervisor includes a numerical grade from 0-100.

Assessment method: The instructor will use the numerical score to help calculate an end-of-course grade.

3. Final report (hard copy and compact disk (CD) 5 PM, 26 November 2012): 400 points

About this assignment: This assignment requires interns to compile an **in-depth** portfolio of information gleaned from the HIED 650 Internship experience. **The final report must provide a thorough look at every facet of this semester-long journey.** Given the variety of experiences students will pursue, there is no set content for this assignment or the mode of its display. However, , **the final report must:**

- a. provide an executive summary of the internship experience. This summary will **not** exceed one (1) page in length. (NOTE: this page will be typed in a **single-space format**).
- b. from the GOAT planning conducted for the prospectus, provide an in-depth narrative that fully describes each field project undertaken. This effort must explain why each project was chosen, how it was completed, and what the end result was;
- c. include a daily log (signed by the field supervisor) that documents **120 hours** dedicated to the field organization (NOTE: an intern **MUST** perform at least 120 contact hours of support to/for the field organization);
- d. include specific documentation related to any activities/tasks on which the student worked (e.g., policy and/or procedural changes, enhancements, assessments, curriculum changes, revisions of student handbooks, etc.); and
- e. an APA-compliant reference list, if required. _

Students must also address each of the following issues in their final report:

- challenges related specifically to the internship, why these were seen as problems, and possible/actual solutions for fixing them;
- what limitations, if any, the field organization imposed (on the student) during the internship;
- evidence of how well the field organization works with other HIED institutions; and
- recommendations for improving HIED 650.
- Students may also include other issues in their final report.

Students will double-space the final report and type it in New Times Roman 12-point font (**exception: use single spacing for the executive summary**). The format will include 1.5 -inch margin on the left and 1" margins top, bottom, and right side, and **fully comply with APA (5th/6th ed.) guidelines**. The final report—and any support documents submitted with it—will be archived in the files of the Department of Educational Leadership. Therefore, **students must submit all of their final report information in both hard copy and CD formats. The hard copy will be returned with critique.**

Assessment method: The instructor will evaluate the final report based on how well it conveys that the student:

- 1) met all course requirements,
- 2) fulfilled the personal learning objectives, and
- 3) selected a quality field project(s) of sufficient depth and scope.

Adherence to effective writing principles (including, but not limited to, the quality of the content, clarity of expression, consistency of style and format, and active voice) will also factor into the grading of the final report.

Grading: Grading will be based on 500 points, organized as follows:

Prospectus	200 pts.
Field supervisor's evaluation*	300
Comprehensive report w log	400
University supervisor final assessment	100

*For the literature review, this evaluation will be a reflective analysis of challenges met and remaining in the research of the identified topic.

The following scale will be utilized to determine the final grade based on the average of the total points earned divided by the total points possible:

A = 90% to 100%

B = 80% to 89%

C = 70% to 79%

D = 60% to 69%

F = under 60%

TECHNOLOGY REQUIREMENTS

Access to a computer with

§ Internet access (high-speed preferred)

§ Word processing software (Microsoft Word required)

Proficiency with **eCollege**, which will provide course infrastructure and resources as well as live chat capability. If you have not used **eCollege** before, please take the training so that you will be able to avail yourself of this resource.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via **myLeo**. All my emails (and all other university emails) will go to this account, so please be sure to check it regularly. Conversely, you are wise to email me via your myLeo email as our spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

COMMUNICATION AND SUPPORT

You may contact me in person during office hours, online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please specify what assistance you need. I do not play telephone tag. If there is an emergency and you need assistance, call the main Office at 903-886-5521,

Technical support is provided through eCollege. See the instructions on the My Leo/eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

1. Academic Honesty Policy.

Graduate students at Texas A&M-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. Faculty is expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. Conduct that violates generally accepted standards of academic honesty is defined as academically dishonest. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Graduate Catalog*, 2010-2011, online version).

Each student in HIED 650 is responsible for complying with the academic honesty policy--and its supporting guidelines--outlined in the graduate catalog. **Please note: No work should be “recycled” from another course or include material lacking proper attribution to the rightful author. Recycling or plagiarism will result in a grade of F for the course.**

I will treat each submitted work as a student’s professional declaration that the work is his/her own original effort (i.e., a unique and properly cited work created solely for use in HIED 650). Questions regarding this policy should be directed to me **before** any work is submitted for grading. To reduce the likelihood of plagiarism, this university encourages the use of *Turnitin* detection software. The instructor will use *Turnitin* for all HIED 650 written assignments.

- 2. Examination Policy.** HIED 650 does not utilize examinations.
- 3. Attendance Policy.** There are no formal class meetings. The course requires a minimum of 120 clock hours of contact time on projects/tasks associated with the assigned field organization or research project. Each student must maintain a written log of time involved in his/her project. For practica, the field supervisor **MUST** certify--in writing--the actual amount of time logged by an intern.
- 4. Assignment Policy.** Information regarding assignments (e.g., grading criteria and weights, due dates, formatting, etc.) is found on pages 2-5 **of** this syllabus. Assignment due dates are listed on pages 2-5.
- 5. Late Work Policy.** I will **not** accept a late assignment. **Therefore, please plan ahead.**
- 6. Drop Policy.** I reserve the right to drop a student for excessive absence or non-performance. As a common courtesy, please contact me before beginning the process to drop HIED 650.
- 7. Extra Credit Policy.** Extra credit is **not** available for HIED 650.
- 8. Policy on Incompletes.** Requests for an "Incomplete" to compensate for personal mismanagement of class assignments will **not** be supported.
- 9. Change Policy.** I reserve the right to change information in this syllabus, should the need arise.

University Specific Procedures:

1. ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamu-commerce.edu

[Student Disability Resources & Services](#)

2. Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*). Interns **must** never forget that they represent the university, the College of Education and Human Services, the Department of Educational Leadership, and the HIED Program--when working at a field organization. As such, they must exhibit personal and professional behavior that reflects sound judgment and integrity.

PRACTICUM RATIONALE & PROCEDURES

This overview pertains to the two primary uses of the Advanced Practicum--a field experience in higher education practice or a research experience by a literature review. This course guide is designed to give direction to persons interested in completing a practicum in higher education and to establish a framework for the practicum while not limiting possibilities for meaningful field experiences.

For the purposes of this course, a practicum student is an advanced student who is seeks to gain practical experience related to a professional role in supervision and curriculum or research. In addition to being practical, the experience should lead the student to a greater understanding of his/her field of study and the interrelationships in that field between theory and practice.

Rationale

The practicum is an effective way for the learner to gain first-hand knowledge about a variety of roles in educational leadership. A practicum can help the student develop a realistic view of the demands, needs, and problems that face instructional and curriculum officers in higher education. The practicum should be flexible, tailored to the needs of the student, and designed so that the student may narrow the gap between theory and practice. Finally, the practicum is an opportunity to apply and synthesize knowledge for problem solving in the field and to participate at a higher level of decision-making. The advanced practicum allows the student to test his/her knowledge, ability, and skills as an instructional leader. Field experiences should lead to a better prepared professional who will be able to assume an instructional leadership role easily.

Purpose of the Practicum

The purpose of the advanced practicum is to increase the effectiveness of the student as instructional leader. Specifically, the goals are to provide the student with the opportunity

1. To participate in actual problem solving and decision making while planning, implementing, and evaluating policies in a variety of settings;
2. To engage in experiences that will broaden his/her understanding of the role of instructional leader;
3. To relate classroom learning to practical field experiences and/or research;
4. To develop and assess his/her knowledge, skills, and abilities in relation to job responsibilities of the Instructional leader;
5. To draw upon the resources of the university and the profession to support the field experience;

6. To individualize the practicum experience and maximize its effectiveness; and
7. To engage in research in the field to increase his or her proficiency to complete a dissertation.

Program Requirements for the Practicum:

1. For three hours of credit, the student must spend a minimum of **120 hours** in practicum activities
 - a. Students are expected to keep a log of their activities.
 - b. Activity logs will be submitted to the university supervisor as part of the final course evaluation.
2. Before enrolling in HIED 650, please contact the course instructor for advisement and then begin one of the following procedures for the field experience option or the literature review option.

3. Field Experience Option

- a. Identify a host organization for the practicum and seek verbal approval from the organization and the university;
- b. Identify a practicum field supervisor if is needed and secure his/her agreement;
- c. Identify university and other resources necessary to complete the practicum;
- d. Following consultation with the field supervisor, identify and describe in writing the proposed field experience in terms of the project(s) and purposes for each, (See Responsibilities of the Practicum Student), submitting to the university supervisor as part of the Prospectus;
- e. Secure an agreement between the student, university supervisor, and the field supervisor about what will constitute the practicum experience and the evaluation criteria for the student's performance in HIED 650; (see as well the Field Supervisor's Evaluation Form);
- f. Maintain a log of the practicum activities, and prepare a final report to be reviewed by the field supervisor and submitted to the university supervisor **by November 26, 2012.**
- g. Final evaluation of the student will be the responsibility of the university supervisor.

4. Literature Review Option

- a. The student should contact his/her major professor and discuss the dissertation topic, coming to agreement about the appropriate focus for the literature review and appropriate resources to include in the review;
- b. Following this consultation the student may contact the university practicum supervisor and notify him or her of the topic;
- c. Guidelines for production of the literature review include the following:
 - 1) Text formatted in APA 5th/6th edition with margins at 1 1/2" left side, and all other margins 1". The review should include a Title page and Table of Contents—samples appear in the Doctoral Student Handbook at the Graduate School website.

- 2) Students should retain all articles compiled for the literature review.
 - 3) A literature review should be a minimum of 30 pages plus references. The review should be exhaustive. Analysis of some HIED dissertations online or in the departmental office (113 EdN) will clarify what a review comprises.
 - 4) Include a complete set of References, cross-checked with the text to ensure that all are included and that none are listed that are not represented in the text.
 - 5) The manuscript should be error free (correct grammar, punctuation, and 3rd person narrative).
 - 6) The literature review must be submitted **November 26, 2012.**
- d. Final evaluation of the student will be the responsibility of the university supervisor.

PRACTICUM RESPONSIBILITIES

Each member of the practicum team has specific responsibilities to make this a successful experience. Outlined below are the responsibilities of each member.

Student Responsibilities

1. Secure approval to enroll in HIED 650 by establishing contact with the course instructor and/or university supervisor and his/her field supervisor (when appropriate) to begin the process of formulating a proposed field experience within the guidelines described earlier. This should be completed prior to enrolling in HIED 650.
2. Formulate a practicum experience through discussions with the university supervisor and field supervisor. This experience should be documented and include the components outlined under **Prospectus on page 2** of this syllabus:
3. Keep the university and field supervisors informed of progress on each project throughout the semester. Good communication among all parties will increase the value of the field experience for the student. This responsibility includes contacting both supervisors at regular intervals throughout the semester as deemed necessary.
4. Complete the tasks and projects agreed upon as the practicum experience.
5. Write a Final Report which summarizes the field experience including documentation of completed projects (e.g., survey findings, curriculum changes, or revised student handbooks). See **Final Report on page 4 of this syllabus**.

Responsibilities of the University Supervisor/Course Instructor

The relationship between the student and the university supervisor should be achieved through a spirit of openness, cooperation, and communication. These factors will determine the foundation of the practicum and will dictate the success of the field experience. The university supervisor should work closely with the student to ensure a meaningful experience. To accomplish this, the university supervisor has the following responsibilities:

1. To clarify the student's need for the practicum experience by discussing and explaining the requirements and objectives of HIED 650.
2. To aid formulation of a field experience and approval of a field supervisor to guide the student.
3. To secure an agreement among all participants as to practicum content.
4. To meet as regularly as necessary with the student.
5. To contact field supervisor for progress reports, if a field supervisor is involved in the practicum.

6. To make available the appropriate and necessary university resources and services.
7. To evaluate the student's performance in HIED 650 for a course grade.

Responsibilities of the Field Supervisor

Because of the practical nature of HIED 650, it is important that the student be assigned to a field supervisor who has the time to work closely with him or her on a regular basis. This relationship will ensure: that the student receives guidance when it is needed; that the student's activities are authorized by the host organization through its representative, the field supervisor; that the host organization's needs and regulations are being considered; and that relevant expertise and instructional resources are readily available to the intern.

The field supervisor's responsibilities are as follows:

1. To formulate and actualize the field experience with the student.
2. To clarify through a written agreement with the student and university supervisor the objectives to be achieved by the student.
3. To ensure that the necessary services and resources are available to the student.
4. To meet with the student as needed for direction.
5. To contact the university supervisor when necessary throughout the semester.
6. To provide the university supervisor with an evaluation of the practicum student's performance at the end of the semester.

INFORMATION FORM FOR HI ED 650, ADVANCED PRACTICUM

STUDENT

Name _____

Address _____

Telephone _____

E-mail _____

PRACTICUM SUPERVISOR

Name _____

Organizational Address _____

Organizational Telephone _____

E-mail _____

HIED 650 FIELD SUPERVISOR END-OF-COURSE EVALUATION
(THIS DOCUMENT IS DUE 06 December 2012)

Name of Intern: _____

Overall evaluation grade (0-100): _____

Name of institution (field organization) and brief description of Intern's duties:

Number of hours Intern has participated in your agency as of 01 December 2012: _____

(Note: if this Intern fails to meet the minimum one hundred twenty (120) hours of active participation in your organization by 01 May 2012, you MUST render a "U" rating in the FIRST category listed below).

Directions: This evaluation counts for 35% of the Intern's semester grade. Please evaluate the Intern's performance by rating each of the performance traits shown below. Circle the appropriate letter (e.g., "O" for outstanding; "E" for excellent; "S" for satisfactory; "M" for marginal; "U" for unsatisfactory; "X" for not observed). To assist your efforts, use the following definitions as a guide:

Outstanding: The Intern performed the required amount of time, was punctual in all assignments, and accepted all tasks conscientiously and cheerfully. He/she made a serious effort to learn all aspects of his/her assignments and applied his/her knowledge of the accomplishment of all tasks.

Excellent: Although the Intern performed as expected, he/she failed to demonstrate full enthusiasm for mission accomplishment. Shortcomings in job performance were minimal and the student otherwise responded well to suggestions, encouragement, or directives.

Satisfactory: The Intern performed only those tasks assigned and failed to demonstrate any initiative or enthusiasm in becoming a productive member of a team. He/she did not demonstrate a serious intent to learn or apply acquired knowledge to the accomplishment of the organizational mission.

Marginal: The Intern failed to perform most of the required amount of tasks in the expected timeframe and/or failed to comply with most of the standards expected of a full-time employee.

Unsatisfactory: The Intern failed to shoulder his/her responsibility as a productive contributor to the college/university community.

Not observed: If you are unable to personally assess something due to a lack of observation, please ask a co-worker to render an assessment on the Intern for the category in question. Although a "not observed" is acceptable, please keep the use of this rating to a minimum. The university supervisor will have to make adjustments to accommodate all "not observed" ratings.

CATEGORY (feel free to make comments on the end page of this form)

Met/exceeded 120 hours of practicum	O		--	--	--	U	
Reported for duty on time	O	E	S	M	U	X	
Eager to accept assignments	O	E	S	M	U	X	
Eager to learn assigned tasks	O	E	S	M	U	X	
Required little to no supervision		O	E	S	M	U	X
Responsive to supervision	O	E	S	M	U	X	
Cooperated with co-workers	O	E	S	M	U	X	
Kept supervisors informed	O	E	S	M	U	X	
Completed assigned tasks	O	E	S	M	U	X	

Please feel free to comment on specific observations/overall impressions of this Intern: