

Practicum in Student Personnel

EDH 6947

Class Period: Wednesdays 9:35am – 12:35pm

Class Location: 17071i Norman

Academic Term: Fall 2025

3 credit course

INSTRUCTOR CONTACT INFORMATION:

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PROGRAM COORDINATOR CONTACT INFORMATION:

Mary Kay Carodine is the Program Coordinator.

COURSE DESCRIPTION:

The purpose of this course is to provide you with an opportunity to (1) engage in learning at a student affairs site, (2) reflect and discuss critical issues related to practicum experience, develop/enhance skills and competencies, and apply theories to practice at your practicum site, (3) examine and discuss critical issues related to the world of work, (4) explore and further professional development related to the job market, and (5) examine the complexity of working in the field of student affairs/higher education. The three credit hour course includes 150 hours of practicum experience.

COURSE OBJECTIVES:

By the end of this course, students will be able to...

- Articulate their learning, skills, and competencies developed/enhanced through their practicum experience in relation to the professional skills and competencies outlined by different professional organizations (e.g., NASPA, ACPA, CAS).
- Apply theories, models, frameworks, and/or key concepts to analyze and interpret critical issues related to practicum experience, higher education and the broader world of work.
- Create a professional job application package, including resume, cover letter, and a LinkedIn profile for a job post of their choosing.
- Understand and describe the interview process and the process of negotiating a job offer.
- Identify professional development goals related to engaging in professional organizations.

TEXTBOOKS:

Required

- Janosik, S., Cooper, D., Saunders, S., & Hirt, J. (2015). *Learning through supervised practice in student affairs*. Routledge. (ebook available via UF library)
- Holzweiss, P. C., & Parrott, K. P. (2017). *Careers in student affairs: A holistic guide to professional development in higher education*. NASPA-Student Affairs Administrators in Higher Education. (available via course reserve)
- Agle, B., Miller, A., & O'Rourke, B. (2016). *The business ethics field guide: The essential companion to leading your career and your organization to greatness*. Ethics Field Guide, LL. (Course reserves and chapters in Canvas)
- Additional course readings available on Canvas.

Recommended

- McClellan, G. S., & Kiyama, J. M. (2023). *The handbook of student affairs administration*. (4th ed.). John Wiley & Sons. (ebook available via UF library).

This syllabus is subject to change at the discretion of the instructor.

- Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2010). *Student services: A handbook for the profession*. John Wiley & Sons. (ebook available via UF library).
- Magolda, P. M., Magolda, M. B. B., & Carducci, R. (2023). *Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety*. Taylor & Francis. (ebook available via UF library).

SCHEDULE

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

***indicates that the readings are available on Canvas. You are welcome to read the supplemental readings but not required.

| Week/Date | Topic | Reading Due | Assignment(s) Due |
|-----------------------------|--|---|--|
| 1 8/27 (In Person #1) | <p>Introduction and Expectations</p> <p>Professional Competencies</p> <p>Preparing for a successful Practicum</p> <p>Ethical decision making</p> | <p>Creamer, D. G., & Winston, Jr. R. B. (2015). Foundations and philosophy of supervised practice. In Janosik, S. M., Cooper, D. L., Saunders, S. A., & Hirt, J. B. (Eds). <i>Learning through supervised practice in student affairs</i> (pp. 1-29). Routledge.</p> <p>Gordon, S. A. (2023). Applying professional standards in student affairs. In McClellan, G. S., & Kiyama, J. M. (Eds). <i>The handbook of student affairs administration</i> (pp. 197-215). John Wiley & Sons.</p> <p>ACPA/NASPA (2015). Professional Competency Areas for Student Affairs Educators</p> <p>ACPA/NASPA (2015). Professional Competencies Rubrics</p> | <p>Please Bring Your Artifact(s) To Class on 8/27</p> <p>Practicum Contract Due 9/3, 11:59pm (EST)</p> |
| 2 9/3 | <p>Essential Knowledge & Prep – Ethical Perils</p> <p>Application of Professional Competencies</p> <p>Conversation with your supervisor</p> | <p>Agle, B., Miller, A., & O’Rourke, B. (2016). <i>The business ethics field guide: The essential companion to leading your career and your organization to greatness</i>. Ch. 15 Perils (pp. 221- 229)</p> <p>Supplemental Readings: Council for the Advancement of Standards in Higher Education <i>CAS Graduate Student Resources</i> https://www.cas.edu/graduate-student-resources.html</p> | <p>Practicum Contract Due 9/3, 11:59pm (EST) Submitted in Canvas</p> |
| 3 9/10 | <p>Supervision and Relationships</p> <p>Essential Knowledge & Prep – Ethical All-Purpose Tools</p> | <p>Winston, Jr. R. B., & Creamer, D. G. (2014). Supervision and other relationships that support learning. In Janosik, S. M., Cooper, D. L., Saunders, S. A., & Hirt, J. B. (Eds). <i>Learning through supervised practice in student affairs</i> (pp. 57-82). Routledge.</p> <p>Agle, B., Miller, A., & O’Rourke, B. (2016). <i>The business ethics field guide: The essential companion to leading your career and your organization to greatness</i>. Ch. 16 All-Purpose Tools (pp. 231- 245)</p> | |

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| Week/Date | Topic | Reading Due | Assignment(s) Due |
|--|---|--|--|
| 4 9/17 | Professionalism | Smedick, W. (2017). Practicing and developing professionalism. In Holzweiss, P. C., & Parrott, K. P. (Eds). <i>Careers in student affairs: A holistic guide to professional development in higher education</i> (pp. 45-65). NASPA-Student Affairs Administrators in Higher Education. | |
| 5 9/24 (In Person #2) | Work of Work – Supervision, ethical decision making, 360 leadership, management, Professionalism | Agle, B., Miller, A., & O’Rourke, B. (2016). <i>The business ethics field guide: The essential companion to leading your career and your organization to greatness</i> . Ch. 17 Being Ethically Proactive (pp. 247- 258) | |
| 6 10/1 | Navigating Tensions in the Workplace | Jacobsen, M. (2017). Conflict and resolution in the workplace. In Holzweiss, P. C., & Parrott, K. P. (Eds). <i>Careers in student affairs: A holistic guide to professional development in higher education</i> (pp. 117-139). NASPA-Student Affairs Administrators in Higher Education. | |
| 7 10/8 | Professional Identity | Ahlquist, J. (2019). How do student affairs educators integrate personal and professional identities in digital spaces/social media? In Magolda, P. M., Magolda, M. B. B., & Carducci, R. (Eds). <i>Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety</i> (pp. 413-425). Taylor & Francis. | |
| 8 10/15 | Ethical Leadership, Modeling & Organizations Mid-Semester Practicum Evaluation | Agle, B., Miller, A., & O’Rourke, B. (2016). <i>The business ethics field guide: The essential companion to leading your career and your organization to greatness</i> . Ch. 18 Leading in the Wilderness (pp. 259-277) | Mid-Semester Practicum Evaluation Due 10/15, 11:59pm (EST) Mid-Semester Reflective Journal Due 10/15, 11:59pm (EST) |
| 9 10/22 | Leadership | Deloitte Insights. (2020). The heart of resilient leadership: Responding to COVID in Canvas | |
| 10 (10/29) (In Person #3) | Workplace Environments & Issues Discuss ethics lab Professional Identity/Brand/ Involvement Job Prep | Eberhardt, D. & Valente, A. M. (2023). Contextualizing everyday ethics in student affairs. In G. S. McClellan & J. M. Kiyama. <i>The handbook of student affairs administration</i> (4th ed.) (pp. 171-195). John Wiley & Sons. The Ultimate Guide to Student Affairs Conferences Current and future state of higher education | Please Bring a Draft Resume and Cover Letter to Class on 10/29 |

| Week/Date | Topic | Reading Due | Assignment(s) Due |
|--------------------------------------|--|--|--|
| 11 11/5 | Building a Support Network Professional organizations | Bailey, K. W., & Carter, M. (2017). Building a support network. In Holzweiss, P. C., & Parrott, K. P. (Eds.) <i>Careers in Student Affairs: A Holistic Guide to Professional Development in Higher Education</i> (pp. 67-90). NASPA-Student Affairs Administrators in Higher Education. Evans, N. J., & Ranero-Ramirez, J. J. (2023). The role of professional associations. In McClellan, G. S., & Kiyama, J. M. (Eds.). <i>The handbook of student affairs administration</i> (pp. 245-263). John Wiley & Sons. | Ethics Lab Attendance and Reflection Due 11/5, 11:59pm (EST) |
| 12 11/12 | Self-care | Student Affairs NOW Podcast (December 22, 2021). Combating Trauma, Burnout & Compassion Fatigue - Student Affairs NOW | Job Application Package Due 11/12, 11:59pm (EST) |
| 13 11/19 (In Person #4) | Interview, Networking, & Negotiating Jobs | Cooper, D. L., & Saunders, S. A. (2014). The evaluation process In Janosik, S. M., Cooper, D. L., Saunders, S. A., & Hirt, J. B. (Eds). <i>Learning through supervised practice in student affairs</i> (pp. 83-98). Routledge. Komives, S., & Carpenter, S. (2023). Professional development as lifelong learning. In McClellan, G. S., & Kiyama, J. M. (Eds.). (2023). <i>The handbook of student affairs administration</i> (pp. 411-430). John Wiley & Sons. | Mock Interviews |
| 14 11/26 | | Thanksgiving Break | |
| 15 12/3 (In Person or Zoom #5) | Reflection and Presentations End-of-Semester Practicum Evaluation | | Practicum Presentations Due before class End-of-Semester Practicum Evaluation Due December 3, 11:59pm (EST) |

CAMPUS POLICIES:

All campus policies can be viewed at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>
Please review to understand the policies and to learn about the resources.

COURSE ASSIGNMENTS:

Class Participation/Discussion (15 points, Due Ongoing)

You are expected to fully participate in all class sessions, including active engagement in class activities, discussions, dialogues, and panels. Learning is an active process which means you should participate and invest in course readings to make meaning of the information. The assigned readings will also facilitate your reflexivity of your practicum experience. However, it is important to note that how one participates in class is often a function of their particular learning style. Therefore, participation is less about the frequency with which one engages in class discussion and more about the quality of the contributions. Various forms of participation are valued. For example, when you actively listen to others, take notes, journal, build upon one another's comments, provide meaningful connections to practice, policy, research, and/or personal experiences, share critical observations and insights on a topic, or generally increase the complexity and richness of the discussion. You are also encouraged to invite others to participate in the discussions and dialogues as well as posing questions to one another, in a respectful manner. To help us establish our learning community, in our first class, I invite you to bring 1-3 artifact(s) that represent your identities, values, philosophies, and/or summer experience & lived experiences that you bring with you into the practicum experience. To ensure a safe learning community, we will also establish our community norms during our first class.

Practicum Contract (5 points, Due 9/3, 11:59pm EST)

To ensure a successful practicum experience for all, it is important for you to establish a practicum contract with your site supervisor. The contract provides an opportunity for you and your supervisor to engage in a conversation about goals and expectations for each other, as well as discuss the professional skills/competencies that you would like to develop/enhance through this experience and how you can do so with the support and mentorship of your supervisor. As such, you will work with your practicum supervisor to complete the contract and submit it to Canvas. As you work on your contract, you may utilize the [ACPA/NASPA Professional Competencies Rubrics](#) to conduct a self-assessment of your professional competencies first and use the results from your self-assessment to decide which [ACPA/NASPA professional competencies](#) that you would like to develop/enhance through the practicum experience. Note that you are not expected to develop ALL your professional competencies during this experience. Think about which area(s) that you are most interested in or you believe you need to improve right now in order to fulfill your professional goals and/or aspirations.

Reflective Journal (10 points, Due 10/15, 11:59pm EST)

An important professional competency for student affairs is reflection. You can practice your reflexivity via journaling throughout your practicum experience and submit a mid-semester journal to Canvas. Your Practicum Presentation (11/19) will also have a reflection component. This reflective journal will serve as an accountability system and self-assessment of your learning; therefore, this assignment is NOT meant to be graded for the content you produce; rather, it will be graded based on completion or incompleteness of the assignment. You are encouraged to use multiple ways (and the most authentic ways) of demonstrating YOUR sense-making of your practicum experience and observations. The formats include but are not limited to: written journal, picture, video, audio, infographic, mind-map, etc. As you engage in journaling, here are some questions to get you started and you may also respond to other questions and topics of your choosing:

- What did you observe at your practicum site, including yourself, your experience, your practicum supervisor, other colleagues, students, community, practices, policies, culture, subcultures, and/or environment?
- What did your experience and observations cause you to think about?
- How may the course readings facilitate your sense-making of your experience and observations?
- How do your identities, values, and experiences impact how you interpret your experience and observations?
- What questions are you grappling with?
- What tensions are you grappling with?

This syllabus is subject to change at the discretion of the instructor.

Ethics Lab Attendance and Reflection (20 points, Due 11/5, 11:59pm (EST))

Your career will be filled with ethical situations and decisions. The goal of this assignment is to learn about how to identify ethical dilemmas, observe others working through ethical decision making, and develop some tools for your career and the potential ethical situations you might experience. For this assignment, in pairs or threes, you will observe the Ethics Lab and how the students work through the dilemmas twice. You will also read the chapters assigned from The Business Ethics Field Guide. The reflection questions will be posted in Canvas and discussed in class.

Job Application Package (20 points, Due 11/12, 11:59pm EST)

The job search and application process can be both exciting and stressful. This assignment provides an opportunity for you to get a head-start on your job search process by preparing a job application package which you may build upon when you start job searching in spring. This assignment is also intentionally designed for you to practice applying for a job, including (1) finding a job post based on your professional goals and aspirations, and (2) developing job application materials, including a most updated resume, a cover letter, and a LinkedIn profile that reflect your experiences and competencies in the field of student affairs or related field. To facilitate your success on the assignment, you will bring your draft resume to the workshop on **10/29** and workshop it during the session, and you will work with a career counselor or other appropriate student affairs professionals (e.g., your practicum supervisor) when developing your job application package. You will submit the job post, and your final resume, cover letter, and a LinkedIn profile hyperlink to Canvas.

Practicum Evaluations (10 points, Due 10/15 & 12/3, 11:59pm EST)

One incremental aspect of working in student affairs—or any fields—involves evaluations conducted by the staff and their supervisors. For this assignment, you will engage in mid-semester and end-of-semester evaluations with your practicum supervisor to discuss the evaluation of the practicum experience. This process involves that (1) you complete your self-evaluation via Qualtrics, (2) your supervisor submit an evaluation of your performance via Qualtrics, and (3) discuss evaluations with your supervisor. It may be difficult for your supervisor (or anyone else for that matter) to meet deadlines, “managing up” –managing your boss and making their life easier—is an important professional skill to have. We ask that you follow through and ensure that your supervisor’s evaluations are submitted on time and that you and your supervisor discuss these evaluations afterwards. If for any reason you encounter challenges/issues with this process, please feel free to reach out to us!

Practicum Presentation (20 points, Due 12/3 before class)

As everyone’s practicum experience will likely vary, the purpose of this assignment is for you to share your practicum experience with your colleagues and learn about their practicum experience. You will share your practicum experience in the format of a 6-8 minute individual presentation in class. Your presentation should include at least (1) an overview and background of the practicum site, (2) your role(s) at the practicum site, (3) major activities/projects/assignments that you engaged in, (4) professional knowledge, skills, and/or competencies that you developed/enhanced through this experience, (5) reflection on ways to improve the practices, policies, culture, and/or norms at the practicum site, (6) how you have grown and any application of the readings and discussions. You may use different ways to share your work, including but not limited to PowerPoint, Canva slides, etc. Please submit your presentation materials to Canvas before the final class.

GRADING:

| Assignment | Total Points | Percentage of Final Grade |
|------------------------------------|---------------------|----------------------------------|
| Class Participation/Discussion | 15 | 15% |
| Practicum Contract | 5 | 5% |
| Reflective Journal | 10 | 10% |
| Ethics Lab attendance & reflection | 20 | 20% |
| Job Application Package | 20 | 20% |
| Practicum Evaluations | 10 | 10% |
| Practicum Presentation | 20 | 20% |

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| Assignment | Total Points | Percentage of Final Grade |
|------------------------------|--------------|---------------------------|
| TOTAL POSSIBLE POINTS | 100 | 100% |

Course Grading Scale

93.00-100% (A)

90.00-92.99% (A-)

87.00-89.99% (B+)

83.00-86.99% (B)

80.00-82.99% (B-)

77.00-79.99% (C+)

73.00-76.99% (C)

70.00-72.99% (C-)

67.00-69.99% (D+)

63.00-66.99% (D)

60.00-62.99% (D-)

0-59.99% (E)

More information on UF grading policy may be found at:

<http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#grades>

CAMPUS POLICIES:

All campus policies can be viewed at: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

Please review to understand the policies and to learn about the resources.