ASU College of Education
Department of Curriculum and Instruction
EDG 6325 Practicum in Counseling, EDG 6347 Practicum in School Administration, EDG 6348 Superintendent Internship in Education, EDG 6365 Internship in Higher Education, EDG 6399 Professional Practice

Course Syllabus

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Day(s), Time & Location – Distance
E-Hours - The instructors are available via email using only your Rammmail/Angelo email address (angelo.edu). You should receive a response within 24 hours.

Please post all questions related to assignments in the Class Cafe. Send an email for other questions. Email is the most accessible way to contact all instructors. While it is important to maintain good communication with your instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Course Descriptions
EDG 6325 Practicum in Counseling (0-0-3) Three semester hours of supervised practical experience under the supervision of a certified school counselor and a field supervisor. (160 clock hours) Meets the requirements for the professional certificate in school counseling required by the State Board for Educator Certification. Grading will be either pass or fail.

EDG 6347 Practicum in School Administration (0-0-3). Designed to provide a field experience in school administration with emphasis on instructional leadership at different grade levels, public relations, personnel administration, and business management under the supervision of a field supervisor. (160 clock hours) Grading will be either pass or fail. (May be repeated for credit.)

EDG 6348 Superintendent Internship in Education (0-0-3).
Online course and field experience. Guided experiences in central office and superintendent administration under the supervision and direction of a central office administrator and a field supervisor. (160 clock hours) This is the final course in the superintendent certification program. Grading will be either pass or fail.
EDG 6365 Internship in Higher Education (0-0-3). Designed to provide a supervised internship experience specializing in three areas of student development positions commonly found in institutions of higher education. (160 clock hours) Grading will be either pass or fail.

EDG 6399 Professional Practice (0-0-3). Practical application of acquired knowledge in an appropriate environment under the supervision of a qualified professional and field supervisor. Meets the practicum or internship requirements for a professional certificate. Grading will be either pass or fail. (May be repeated for credit.)

Required TaskStream Account
TaskStream Account.
Texas candidates must self-enroll in TaskStream. (Self-enrollment Instructions will be posted in Blackboard.)

If you already have a TaskStream account, Self-enrollment Program Codes will be based on your program. Only enroll in the one for your program if you are a Texas candidate:

   EdAdmin2017
   Counseling2017
   Superintendent2017
   SDL2017

If you do not have a TaskStream account you will need to go to www.taskstream.com to purchase a new account. After that is done you will need to Self-Enroll in your program.

All major credit cards are accepted by TaskStream to purchase an account. If you have any problems subscribing to an account call 1-800-311-5656.

Student Learning Outcomes
By the end of the practicum course, the candidate will:
- Integrate theory with elements of good practice
- Gain an in-depth personal experience in their field
- Demonstrate skills necessary to accomplish goals in their field
- Document experience and mastery of the competencies
- Reflect and apply practicum experiences to future roles

Methods of Instruction
Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

Candidates are responsible for on time participation in discussion boards, wikis, and activities. Individual tasks are expected and will be used to determine the final grade. Class will consist of online discussions, individual participation, and papers.

Course Requirements
The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate’s capacity for independent study, to familiarize candidates with past and current research, to train the candidate in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.
Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level including writing ability, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records and self-motivation are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses. (6) Writing includes a scholarly voice and argument and critical analysis with credible evidence.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. Candidates’ Participation:
Candidates should participate actively and enthusiastically in all online discussions and course activities while following the requirements of each specific module. Course activities may include, but are not limited to, discussion boards, presentations, journals, and other opportunities to show content mastery through assignment submissions and interaction with other candidates and faculty.

2. Candidates’ Written Work:
- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly voice, vocabulary, argument, and critical analysis.
- Clearly shows a high level of understanding regarding classroom discipline/the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language, and APA style.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly APA format.
- Demonstrates appropriate use of respectful person-first language (e.g., “student with dyslexia” rather than “dyslexic student”).
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, double spaced, etc.), completeness, and timeliness.

3. Candidates’ Communication:
Candidates should maintain open communication with the instructors. Ask questions in a timely manner to
provide time for the instructors to respond prior to the
due date (allow 24 hours for a response). Candidates
are expected to check Blackboard and ASU email on a
regular basis, preferable daily. Candidates are expected
to complete assignments and meet all deadlines for
submission of coursework.

**Required Readings**
Provided within Blackboard modules

**Communication**
Candidates must communicate with all instructors via only the
ASU e-mail system. Candidates must also access and use
Blackboard, Ramport, and Angelo e-mail. Candidates must
access Blackboard regularly for electronic posting of the
syllabus, assignments, announcements, scoring information,
and instructions. Candidates contact the ASU Help Desk at
325-942-2911 to learn about Blackboard, how to access and
navigate it, or other technology assistance. This should be done
EARLY in the class, preferably before the first class day.

**Research Writing Style**
In the Department of Curriculum and Instruction all candidates
should adhere to *American Psychological Association
Publication Manual (APA)* when completing written
assignments, and when applicable, in other electronic or media-
style presentations. The *APA Manual* is available at the ASU
library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).

Psychological Association.

If a template is provided, follow those instructions.

**Attendance Policy**
When prompted by learning modules, discussion boards,
PowerPoint presentations, or at any other direction for
participation, the **minimum response from each candidate** is:
(1) to post a response to the original or initial posting and/or
question; and (2) to post two substantive responses to other
candidates’ postings to continue the conversation. More
frequent responses are both allowed and encouraged so that
each student (candidate) can learn from peers and professor’s
insights.

**Absences for Observance of Religious Holy Day**
Students can find information on the observance of religious
holy days in Operating Policy 10.19. Because of the online
nature of this course, there is not a specific attendance
requirement.

**Student Disability Services**
ASU is committed to the principle that no qualified individual
with a disability shall, on the basis of disability, be excluded
from participation in or be denied the benefits of the services,
programs or activities of the university, or be subjected to
discrimination by the university, as provided by the Americans
with Disabilities Act of 1990 (ADA), the Americans with
Disabilities Act Amendments of 2008 (ADAAA), and
subsequent legislation.
Student Disability Services is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the candidate’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford, Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU’s Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU’s online form at http://www.angelo.edu/services/title-ix/file-a-complaint.php

Academic Honesty
Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding Academic Integrity policies, which are contained in the Student Handbook at http://www.angelo.edu/student-handbook/.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

Grading & Assignments
Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

P = above 70% and completion of all assignments
F = below 70% or incomplete assignments

**All assignments must be completed to receive a P.

Late Assignments
All activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.
# Assignment Objectives & Due Dates

(More specific details and directions are posted in Blackboard.)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>%</th>
<th>Description</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgement of Expectations, Code of Ethics, and Supervisor Information</td>
<td>10</td>
<td>Review information and expectations of course, acknowledge understanding, submit supervisor information.</td>
<td>Sunday, September 3, 2017</td>
</tr>
<tr>
<td>Log 1 &amp; Self-Reflection 1</td>
<td>10</td>
<td>Measure hours completed toward requirement and reflect on standards.</td>
<td>Sunday, September 24, 2017</td>
</tr>
<tr>
<td>Field Supervisor Observation Evaluation 1</td>
<td>10</td>
<td>Assess progress and determine areas of improvement needed.</td>
<td>Sunday, September 24, 2017</td>
</tr>
<tr>
<td>Log 2 &amp; Self-Reflection 2</td>
<td>10</td>
<td>Measure hours completed toward requirement and reflect on standards.</td>
<td>Sunday, October 29, 2017</td>
</tr>
<tr>
<td>Field Supervisor Observation Evaluation 2</td>
<td>10</td>
<td>Assess progress and determine areas of improvement needed.</td>
<td>Sunday, October 29, 2017</td>
</tr>
<tr>
<td>Log 3 &amp; Self-Reflection 3</td>
<td>10</td>
<td>Measure hours completed toward requirement and reflect on standards.</td>
<td>Sunday, November 26, 2017</td>
</tr>
<tr>
<td>Field Supervisor Observation Evaluation 3</td>
<td>10</td>
<td>Assess progress and apply understanding to competencies and the future role.</td>
<td>Sunday, November 26, 2017</td>
</tr>
<tr>
<td>Final Self-Evaluation &amp; Final Documents Folder</td>
<td>20</td>
<td>Compile logs and documents, and complete self-evaluation to reflect upon competence and understanding of the standards.</td>
<td>Sunday, December 3, 2017</td>
</tr>
<tr>
<td>Course Evaluation</td>
<td>10</td>
<td>Review activities completed and tie into course objectives.</td>
<td>Wednesday, December 13, 2017</td>
</tr>
</tbody>
</table>