Title of Practicum
Academic Success Mentor and Program Assistant

Length of Time in Weeks (term is 16 weeks)
16 Weeks

Practicum Description Summary
Student(s) involved in this practicum experience will join professional staff members serving as academic success course facilitators for two sections of BUS-X 355. They will also serve as mentors for 1-2 junior/senior level as the one-on-one version of the BUS-X355 Academic Success Mentoring course. These include implementing an academic success curriculum in a classroom format for 1 hour and 15 minutes for each class and one-on-one for 1 hour per week between weeks 2-15 of the semester. In addition, dependent on area(s) of interest to the student, he/she may choose to assist with evaluation and assessment, continued curriculum development or additional program development.

Sponsoring Office
Kelley School of Business Undergraduate Program

Department/Office website address:
Kelley School of Business Undergraduate Program Academic Warnings and Probation website: http://kelley.iu.edu/Ugrad/Academics/Support/page39271.html

If multiple students can be selected for this position, please indicate the number of practicum students the site is willing to host:

Spring 2015 Number available: 2

Please identify the approximate number of hours per week the student will be expected to work: 6

The 6 hours include the class time for academic success courses, one one-on-one mentoring weekly meetings, preparation, grading time, and a weekly professional development activity.

In addition to the 6 hours, students can elect to shadow academic advising appointments and possibly lead or co-lead academic advising appointments with first year students. Students can also elect to engage in optional special projects and/or committees.

Please identify any requirements outside the required hours per week of the practicum experience the student would be expected to complete:

N/A
Can the work be completed from a distance or does the student need to be in the office for the required hours per week?
The class times, one-on-one mentoring, and advising appointments would be done in the office or classroom during regular business hours. Special projects may be completed from a distance during non-business hours.

Please identify the Professional Competencies associated with this position from the ACPA/NASPA Professional Competencies:

Advising and Helping
- Exhibit active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying.
- Establish rapport with students, groups, colleagues, and others.
- Facilitate reflection to make meaning from experience.
- Understand and use appropriate nonverbal communication.
- Facilitate problem-solving.
- Facilitate individual decision making and goal setting.
- Challenge and encourage students and colleagues effectively.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.
- Actively seek out opportunities to expand one's own knowledge and skills in helping students with specific concerns (e.g., suicidal students) and as well as interfacing with specific populations within the college student environment (e.g., student veterans).

Assessment, Evaluation, and Research
- Facilitate appropriate data collection for system/department-wide assessment and evaluation efforts using up-to-date technology and methods.

Equity, Diversity, and Inclusion
- Integrate cultural knowledge with specific and relevant diverse issues on campus.
- Facilitate dialogue effectively among disparate audiences.
- Interact with diverse individuals, and implement programs, services, and activities that reflect an understanding and appreciation of cultural and human differences.
- Recognize the intersectionality of diverse identities possessed by an individual.
- Recognize social systems and their influence on people of diverse backgrounds.
- Demonstrate fair treatment to all individuals and change aspects of the environment that do not promote fair treatment.
Ethical Professional Practice
- Articulate one’s personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.
- Describe the ethical statements and their foundational principles of any professional associations directly relevant to one’s working context.
- Identify ethical issues in the course of one’s job.
- Utilize institutional and professional resources to assist with ethical issues (e.g., consultation with more experienced supervisors and/or colleagues, consultation with an association’s Ethics Committee).
- Assist students in ethical decision-making and make referrals to more experienced professionals when appropriate.
- Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.
- Appropriately address institutional actions which are not consistent with ethical standards.
- Demonstrate an ethical commitment to just and sustainable practices.

History, Philosophy, and Values
- Describe the foundational philosophies, disciplines, and values on which the profession is built.
- Describe the various philosophies that define the profession.
- Demonstrate empathy and compassion for student needs.

Human and Organizational Resources
- Design a professional development plan in one’s current professional position that assesses one’s strengths and weaknesses in one’s current position, and establishes action items for fostering an appropriate level of growth.
- Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in both one-on-one and small group settings.

Leadership
- Understand campus cultures (e.g. academic cultures, student cultures) and collaborative relationships, applying that understanding to one’s work.
- Articulate the vision and mission of the primary work unit, the division, and the institution.
- Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.

Personal Foundations
- Identify one’s primary work responsibilities and, with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of one’s strengths and limitations.
• Articulate awareness and understanding of one’s attitudes, values, beliefs, assumptions, biases, and identity as it impacts one’s work with others, and take responsibility to develop personal cultural skills by participating in activities that challenge one’s beliefs.
• Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements.
• Identify and describe personal and professional responsibilities inherent to excellence.
• Articulate meaningful goals for one’s work.
• Recognize the importance of reflection in personal and professional development.

Student Learning and Development
• Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
• Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.
• Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).
• Identify the limitations in applying existing theories and models to varying student demographic groups.
• Generate ways in which various learning theories and models can inform training and teaching practice.
• Identify and construct learning outcomes for both daily practice as well as teaching and training activities.

Provide a brief summary of the activities, duties, responsibilities and/or special projects associated with this position:

Instruct BUS-X 355 Academic Success Courses
• A 1 hour and 15 minute 16 week course, a 1 hour and 15 minute first 8 week course, and a 1 hour and 15 minute second 8 week course
• Generally enrollment is 3-6 students per course
• Implement and adapt existing curriculum to fit the style and preference of the instructor
• Grade assignments
• Facilitate small group discussion
• Contribute to changes in the curriculum

Instruct BUS-X 355 Mentoring Course
• Meet individually and weekly with a student over the course of a semester
• Facilitate meaningful conversations allowing the student to gain insight and develop better study habits
• Grade assignments

Weekly Professional Development Activity
• Hear from guest speakers from within the Kelley Undergraduate Program such as Kelley Study Abroad advising, Business Honors advising, Kelley Admissions, Scholarships, Student Engagement, and Kelley Living Learning Center
• Activities include: Chinese name pronunciation, developing an advising/professional philosophy, Advisor Theories, and as well as participating in the Advising team’s professional development activities

Optional Academic Advising
• Shadow academic advising, study abroad advising, and honors advising
• Co-deliver academic advising to first-year students

Optional Other Activities/Projects
• Participate in the Petition for Exceptions Committee
• Assist with planning Group Advising for new students
• Provide assessment consultation to advising programming
• Assist with planning professional development activities for the Kelley Advising Team

Site Supervisor for Practicum Experience
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