

The University of Texas at El Paso  
Department of Education Leadership and Foundations

Practicum in Leadership (EDAD 6350)  
Fall 2023 (3 Credit Hours)

---

Professor: Rodolfo Rincones, Ph.D.

Office: University of Texas at El Paso, Education Building, 5th floor, Room 501-C

Telephone #: 747-7614

Email: [rrincones@utep.edu](mailto:rrincones@utep.edu)

Office hours: Virtually via Zoom or Blackboard Collaborate: Tuesday, 4 to 6 PM & Wednesday, 10 AM to 12 PM; set up an appointment by email; In-person: days of F2F classes from 4:30 to 5:30 PM. Other times and platforms by appointment.

---

### **COURSE DESCRIPTION**

With the joint guidance of a university faculty member and a practicing leader/administrator in an educational setting, students will be provided opportunities for supervised research and decision-making in a professional setting.

### **STUDENT LEARNING OUTCOMES**

The purpose of the program is to produce a graduate who has developed breadth of vision, a capacity for interpretation, and the ability to carry out educational leadership and critical investigation. To assist students in achieving the stated purpose of the program, the following student learning outcomes have been developed for this course. Upon successful completion of this course, students will be able to achieve the following:

- Develop an understanding of their career field of interest, including the skills, responsibilities, and career trajectory of professionals
- Build upon analytical skills, including the ability to understand information and interpret data
- Exhibit foresight, independent thinking, resourcefulness, and the ability to make decisions
- Develop effective work habits, including time management, organization, planning, punctuality, and personal accountability
- Build upon interpersonal skills, which will enable them to build professional relationships, work within a team structure, and to manage conflict in the workplace
- Demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences

### **COURSE TEXT(S)**

Required readings will be located on Blackboard

### **COURSE REQUIREMENTS**

#### **Practicum Agreement**

Students together with their program advisor, course instructor, and field supervisor will develop a written practicum agreement that must include a purpose and goals that advances the student's dissertation and/or professional interests. The purpose and goals may typically fall into four different categories:

1. Skill development
2. General academic enrichment
3. Career exploration and examination
4. Personal improvement and enhancement

The practicum agreement will serve to identify, describe, and structure the knowledge gained through the practicum. When creating or reviewing the Practicum Agreement, certain considerations need to be taken. First, think about which learning goals are possible, to work within the timeframe of the practicum. Second, determine the tools and resources the student will have available to accomplish such goals. Finally, decide which methods of evaluation exist to determine whether the objectives have been met. When setting goals, remember to make them:

1. Specific – Who, what, where, when, and why?
2. Measurable – There must be a concrete way to evaluate success.
3. Achievable – The goals must be agreeable and attainable.
4. Realistic – There must be appropriate resources in place to support success.
5. Time Bound – There needs to be firm starting and ending dates.

Practicums are designed to enhance and complement a student's formal education in the classroom. Practicum agreements that are carefully constructed will ensure that students obtain the best practicum experience possible, and that employers reap the value of the student's expertise and the work they perform. By providing a well-thought-out structure to the practicum, learning goals will increase the productivity of the student in the workplace, while also enabling them to successfully achieve their professional aspirations.

The following table offers sample learning goals and accompanying learning tasks. Keep in mind that learning goals and tasks may sometimes fall within more than one area.

<b>Goal Categories</b>	<b>Learning Goal</b>	<b>Learning Task</b>	<b>Assessment Tool</b>
Skill development	ANALYZE quantitative data, statistical data, or human social situations	The student will review and analyze current data to determine implications for the organization.	Submit report as artifact
General academic enrichment	REVIEW and REPORT on trends in school or higher education institution closures and/or mergers	The student will conduct a literature review on school or higher education closures or mergers within the first three weeks of the practicum. Then they will write a report explaining potential new strategies for school or higher education closure or merger procedures.	Submit literature review artifact
Career exploration and examination	LEARN more about the superintendent role and the central office roles that shape school district leadership  or  LEARN more about different leadership positions within an institution of higher education	The student will conduct informational interviews with the superintendent and two other central office staff or higher education leaders about their specific roles within the school district or institution of higher education and write a report that summarizes their perspectives by the end of the practicum.	Submit report as artifact
Personal improvement and enhancement	PLAN the logistics for an upcoming professional development retreat—from start to finish	The student will work with the practicum supervisor to plan a professional development retreat. The student will gather information about past retreats and other responsibilities (e.g., compiling the invitation list, securing the space, and arranging for food, beverage, decorations, and speakers for events involving professional development and technology needs).	Submit formal assessment or evaluation of the retreat from practicum supervisor

## **Final Portfolio (100 points)**

All students will create a culminating portfolio of the practicum experience. The portfolio will include artifacts and other evidence of work experiences that document the student's potential as a manager and leader in their chosen field. Students are encouraged to create an electronic portfolio that could be used when seeking prospective employment opportunities. The final portfolio should include the following elements:

- Updated resume: Students should have an updated resume that includes their practicum experience and is ready for submission to potential employers
- Statement of philosophy: It is not uncommon for a student to change the way they view a leadership position after the experience is over. This statement should reflect the student's previous views of the position, and any new insights gained from the practicum experience. This is generally a 1-2 page summary statement.
- Narrative description of the practicum: The narrative should expand on the student's selection of objectives for the practicum experience and discuss the specific learning outcomes as a result of accomplishing the objectives. In some cases, the student may not have accomplished a particular goal, but the learning gained from this experience should still be included in the description (2-3 pages).
- Artifacts from the practicum: The student must decide on the artifacts to include in this section. Artifacts may include presentations, projects, research completed, email exchanges, flyers, or memos, to name a few. Artifacts should include the tools utilized to assess the student learning outcomes outlined at the beginning of the semester.

## **EVALUATION/ASSESSMENT PROCEDURES**

The final grade will be computed from the accumulated point values using the following scale:

70 – 100 points	S
0 – 69 points	U

## **COURSE POLICIES**

### **Diversity, Equity, and Inclusivity Statement**

Every student in this class is a valued and equal member of the group, regardless of background, age, sex, gender, race, ethnicity, class, (dis)ability, sexual orientation, religion, immigration status, political affiliation, military experience, and other characteristics or identity categories. We all bring different experiences to this class, and no one experience has more value or import than another. In fact, it is our different experiences that will enrich the course content. I encourage every student to share their own experiences as they are relevant to the course, but I also stress that no student is ever presumed to speak for anything or anyone more than their own experience or point of view. Furthermore, in this classroom, students have the right to determine their own identity, be called by whatever name they wish, and for that name to be pronounced correctly. Students have the right to be referred to by whatever pronoun they identify with and to adjust their pronouns at any point. If there are aspects of the instruction of this course that result in barriers to their inclusion or a sense of alienation from the course content, students are encouraged to contact the instructor privately without fear of reprisal. If students feel uncomfortable contacting the instructor, they may also contact the Office of the Dean of Students.

### **Covid-19 Precaution Statement**

Students should stay home if they have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If students are feeling unwell, please let the instructor know as soon as possible, so that they can work on appropriate accommodations. If students have tested positive for COVID-19, they are encouraged to report their results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide support and help with communication with professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If students still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

### **Technology Requirements**

Course content is delivered via the Blackboard learning management system. Students should ensure that their UTEP e-mail account is working and that they have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update the browser, clear the cache, or try switching to another browser.

Students will need to have access to a computer/laptop, scanner, a webcam, and a microphone. Students will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Students should check that their computer hardware and software are up-to-date and able to access all parts of the course.

If students do not have word-processing software, they can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

**IMPORTANT:** If students encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#), as they are trained specifically in assisting with technological needs of students.

### **Netiquette**

Sometimes communication online can be challenging. It is possible to miscommunicate what one means or to misunderstand what classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind:

- Always consider audience. This is a graduate-level course; therefore, all communication should reflect professional consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public Internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.
- TEXTING is NOT allowed at any time. Turn all cell phones off or to silent/vibrate and *keep them out of sight*. The use of cell phones or any other electronic devices for any purpose other than learning is prohibited, unless expressly permitted by the instructor.

### **Written Assignments**

Unless otherwise noted, all written work should be in APA format (12-point font, double spaced, 1-inch margins), and should be error free (e.g., grammar, spelling, punctuation, etc.). Content should reflect critical thinking and analysis, reasoned arguments, course content, and clear organization of thoughts. If students are challenged by any of these issues, please seek assistance from the University Writing Center before submitting assignments: <http://uwc.utep.edu/>.

### **Assignment Deadlines**

Assignments are due by 11:59pm on the date indicated and should be submitted through Blackboard. Technical difficulties are NOT generally an excuse for late assignments, and students are advised to keep additional copies of assignments in case of technological failure.

### **Professionalism**

This course provides a professional environment consisting of colleagues. When communicating ideas, students should refrain from using demeaning language or conducting personal attacks. If personal conflicts arise, students will be responsible for addressing them outside of the official course activities and online space. The instructor is also committed to doing the same.

Students will be sharing experiences and applying theoretical concepts throughout the course. Students will be encouraged to reflect on their personal and professional experiences. To assure that students can have a free and open discussion in which they may elect to discuss their experiences and their employer's policies and procedures as they apply to course material, it is expected that students respect the confidentiality of classmates. Simultaneously, students should exercise good judgment in what they choose to share, avoiding non-public or competitively sensitive information. The instructor is also committed to doing the same in all communication.

The discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. Students should always reread and edit their responses carefully before posting to make certain that the wording in the message will not be perceived as a personal attack. Students are expected to be constructive in their approach to others and diplomatic with their words. The instructor is also committed to doing the same in all communication.

## **ADDITIONAL POLICIES**

### **Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of

University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services \(CASS\)](#). Contact the Center for Accommodations and Support Services at (915) 747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

### **Scholastic Integrity**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as one's own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

### **Class Recordings**

The use of recordings will enable students to have access to class lectures, group discussions, and so on in the event they miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. The instructor will not share the recordings of class activities outside of course participants, which include students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom they engage during a class session. Students may not share recordings outside of this course. Doing so may result in disciplinary action.

### **Technical Information and Support**

The University of Texas at El Paso offers complete technical information and Help Desk support at: <http://issweb.utep.edu/techsupport/>.