

CSPA *Practicum* Number of Positions Available: 1

Office/Department: Community Service-Learning

Director: Steve Grande

Mission Statement: We cultivate mutually beneficial partnerships between students, faculty, and community organizations that address community-identified priorities and contribute to student learning.

Functional areas included in this office/department:

- Curricular Service-Learning
 - Service-Learning courses
 - Faculty development
- Co-curricular Service-Learning
 - Student organization service projects
 - Community Engaged Federal Work Study
 - Madison Community Scholars
 - Alternative Breaks
 - For New Dukes
 - Fall Breaks
 - January Breaks
 - May Break
 - Spring Breaks
- CS-L Operations and Administration
 - Volunteer management
 - Outreach and marketing
 - Program evaluation and assessment
 - Sustainable Shenandoah Valley
 - Sustainable Development Goals
 - Virginia Engage Journal of Student Scholarship

1. Practicum students will gain a greater understanding of student affairs as a profession and the influence student affairs has on contemporary higher education through the following tasks and activities:
 - Participate in departmental staff meetings, Special Team meetings, and professional development opportunities.
 - Observe how CS-L strives to implement the Preparation, Action, Reflection, and Evaluation (P.A.R.E.) model in curricular and co-curricular programs.
 - Support and consult with students who coordinate and take leadership with service efforts.
 - Observe and/or plan preparation and student reflection programs.
 - Assist with creating and/or implementing leadership development programs.
 - Support faculty development programming.
 - Enhance communication with community partner representatives.
2. Students who participate in this experience will be exposed to the purposeful application of the following student development, career development, counseling and/or organizational theories:
 - Kolb Experiential Learning Cycle.
 - Service-Learning literature.
 - Social Justice, identity and privilege theories.

- Cognitive Developmental Theories: (Perry, Kohlberg, Belenky, Gilligan).
3. Students assigned to this site will be able to participate in the following assessment and/or evaluation projects:
 - Develop evaluations for specific program elements (e.g. Service-Learning process, reflection activities).
 - Analyze demographic levels of participation.
 4. Students who participate in this experience will be evaluated and provided on-going feedback in the following ways:
 - Weekly meetings with practicum supervisor.
 - End-of-semester formal evaluation with practicum supervisor.
 - Informational interviews with and feedback from selected staff members.
 5. Specific expectations of students assigned to this site include:
 - Seek to uphold and model the values of CS-L.
 - Be actively engaged in all assigned projects.
 - Establish and maintain regular office hours.
 - Attend required meetings and office events.
 - Ask for assistance when needed.
 - Complete assigned projects in a timely, organized, and professional manner.

Contact Person

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