Diversity, Engagement and Professional Development Unit contains: ALANA Student Center (ASC), Center for Cultural Pluralism (CCP), Lesbian, Gay, Bisexual Transgender Queer, Questioning, Advocate and Asexual (LGBTQA) Center, Professional Development & Training (PDT) and Women’s Center (WC). The practicum is located at CCP in Allen House.

The Center for Cultural Pluralism (CCP) is dedicated to helping the UVM community with the awareness, understanding and skills necessary to function in a culturally diverse world and to be advocates for social justice. The expectation is that the HESA student has a genuine interest in the issues of culture, multiculturalism, social justice in U. S. higher education and globally.

This practicum is designed to offer both a broad overview of the responsibilities and function of both CCP through involvement with a specific project and more general work with the Senior Executive Director for Diversity, Engagement and Professional Development. Through the practicum there will be exposure to the administrative issues, philosophical and programming aspects of creating a social justice informed and inter-culturally sensitive events as well as an opportunity to interact with the Departments that make-up our Unit.

This practicum offers an opportunity in one of four areas:

1. Program development of a new area related to CCP programming, linked to culture and social justice
2. The practicum student will have a special role in publicizing and promoting the event depending on the timing
3. Planning a major event(s) involving the collaboration of the university and local community. This is an event already on the planning table for CCP.
4. Additionally, the practicum student can propose to do a project related based on individual interests and/or needs that is a focus of the Center.

SUPERVISOR: Sherwood Smith [ssmith3@uvm.edu]
Senior Executive Director (DEPD) & Director, Center for Cultural Pluralism

1. Assist in locating useful and practical information for the Center for Cultural Pluralism and the courses/workshops, as they function within the University, and communities.
2. Assist in the identification of projects and tasks both appropriate for a practicum student.
3. Provide timely, honest, and constructive feedback on a regular basis.
4. Be approachable and open to questions and concerns.

5. Set aside at least one (1) hour per week for a one-on-one meeting, during which the progress of all projects and tasks will be assessed, next steps and/or additional projects will be identified, and connections between academics and practical experience will be discussed.

6. Be willing to share any stories or history, personal or otherwise, that you are comfortable sharing and feel will enhance my personal and/or professional development.

7. Be willing to revisit our expectations of one another and of the practicum itself as need and interest dictate.

8. Be sensitive to the time constraints of the practicum, nine (9) hours per week, and help to structure tasks that can be accomplished, and accomplished well, within these constraints.

9. Remember that formal class work activities may require adjusts in the practicum schedule and that is appropriate.

10. All the things I expect of you, I expect of myself. Challenge me not only to hold to your expectations of me, but to my own expectations of you, and the practicum experience.

Grading Form The Statement of Practicum Performance Assessment Criteria

TO: HESA Practicum Coordinator

PRACTICUM: Center for Cultural Pluralism & Office of the Senior Executive Director for Diversity, Engagement & Professional Development

PERSON: __________________________

SUPERVISOR: Sherwood Smith, Director, Center for Cultural Pluralism, 461 Main Street, Allen House

PRIMARY CRITERIA

Attendance at meetings with open and engaged conversation
- Input to process, such as sharing of ideas, constructive feedback on process/outcomes and overall engagement

Active participation in projects and activities
- Debriefing with Sherwood will measure critical thinking on the cultural issues such as awareness of cross cultural issues, concerns for needs of ethnic groups and general sensitivity
- Person will be able to articulate critical issues, such as developmental levels, experiential influences and self-assessment in both discussions of his own process and analysis of events, meetings, program planning and presentations of others.

Products updated such as: detailed information on speakers, handout, research on special topics and/or program flyers.

Potentially participate in one or two presentations or workshop related to CCP or SED mission - action and/or comments model a rich the understanding of presenter skills. Our discussions will demonstrate for me the understanding.

SECONDARY CRITERIA

Articulated understanding of curriculum/Center and Unit goals. Creation of unique example for her own practice/field of work: Simon will collaborated on specific workshop(s).

ASSESSMENT: The completion of tasks will be paired with the effort and understanding involved. Outcome produces (materials) are slightly less important than effort demonstrated and intellectual growth articulated (learning). Active involvement is critical component to receiving the best assessment.