

**GRADUATE  
ENVIRONMENTAL  
PRACTICUM  
HANDBOOK  
ENV 5V90**

***DEPARTMENT OF ENVIRONMENTAL STUDIES  
BAYLOR UNIVERSITY***

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# **GRADUATE PRACTICUM**

## **ENV 5V90**

*DEPARTMENT OF ENVIRONMENTAL STUDIES*

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# **INTRODUCTION**

## **THE MASTER OF ENVIRONMENTAL STUDIES DEGREE – M.E.S. DEGREE**

The M.E.S. degree is open to students from a variety of academic backgrounds. Students who do not meet the science course work requirements for admission to the M.S. may apply for the M.E.S. The M.E.S. intends to provide graduate environmental education that is applicable to solving the earth's growing environmental problems. The M.E.S. is inherently an applied graduate degree. Students not completing a thesis are expected to complete a practicum under the supervision of an appropriate environmental professional

## **PRIMARY GOALS OF THE PRACTICUM**

The Practicum, ENV 5V90 is intended to:

- 1) Provide an experience in a realistic working professional environment
- 2) Actualize the skills the student has been acquiring in class
- 3) Assist the student in developing a strategy for employment
- 4) Provide professional skills not available in regular courses, such as developing networks with co-workers

## **FOUR COMPONENTS OF THE M.E.S. DEGREE**

1. Specified Courses
2. Example of professional writing
3. **Practicum**
4. Final examination

# PLANNING THE PRACTICUM

## **I. Prior to the start of the practicum:**

- A.** The student must select a Professor of Record. Usually this is the major advisor, although in special circumstances another graduate faculty member may serve. A faculty member outside ENV may serve with approval of the Graduate Director.
- B.** The student will locate a suitable position with one or more professional supervisors.
- C.** The supervisor(s) must be environmental professionals with graduate degrees. Their background may be in law, science, planning, education or another relevant field. The supervisor(s) should be paid professionals, and not volunteers.
- D.** The practicum may be paid or volunteer. It may be with a corporation or business, a consulting firm, a government agency, an educational institution, a non-profit, an environmental organization or any other suitable venue. It may include **no** more than 20% time of non-environmental or routine work such as filing or copying.
- E.** The student is responsible for filing an application prior to the initiation of the practicum. It usually should be completed by the registration period for the next academic term. See Appendix A.
- F.** The Professor of Record and Graduate Director must approve the practicum assignment.
- G.** The practicum may be split over more than one term. The student must complete 150-160 hours of work for each credit hour. The practicum usually requires an entire summer or half-time during the fall or spring academic term.
- H.** Examples of appropriate practicum experiences include constructing GIS based maps for Texas Parks and Wildlife, serving in the education department of the Cameron Park Zoo, conducting sampling or monitoring for the Brazos River authority, or working as a compliance professional for a consulting firm.
- I.** Students completing a practicum outside the United States must complete **an application** six months prior to the actual travel. See Appendices B&C.

- J. Students pursuing a practicum within the United States are encouraged to make their plans in accordance with the information in Appendix B.
- K. The student must select and complete a covenant agreement with a primary supervisor/mentor. (See section below.)

**II. During the semester(s) of the practicum:**

- A. The student and the professor of record should meet prior to the initiation of the practicum to arrange for receipt of reports.
- B. The student should convey a copy of the completed covenant to the Professor of Record as the practicum begins. See Appendix G.
- C. The student will communicate with the Professor of Record at least once every two weeks (during fall or spring term) or weekly (during the summer), to insure that the student's experience is a valuable one, and that any problems arising are resolved as early as possible. It is important that the Professor of Record be kept abreast of the mentoring experience as it is taking place. The Professor of Record may desire the student to communicate with the Professor more often. A form is attached in Appendix D and is available on the departmental internet site for the student to submit.
- D. The student will provide the outline for supervisors and the required evaluation form(s) to the on-site supervisors. Whenever possible at least two evaluations should be submitted at the end of the practicum. Three evaluations are preferred. Arrangements for evaluations should be made at the beginning of the practicum. See Appendix E&F. The forms are available on the departmental internet site.
- E. The student in cooperation with the placement source will select a primary supervisor, and convey the appropriate sections from this handbook to the supervisor.
- F. The student will keep a **daily professional journal**, in which the student will write of the work experiences encountered during the practicum.

**III. At the end of the practicum:**

- A. The practicum student will submit a paper of 12 double spaced pages outlining the experience and documenting its value. See Appendix H for its format. This should

be given to the Professor of Record, along with the **daily professional journal**, as soon as possible after the conclusion of the practicum.

- B.** At the conclusion of the semester, the student will have a debriefing session with the Professor of Record.
- C.** Two or more supervisory evaluations should be sent to the professor of record. No grade will be provided until these are received. They should be signed by the supervisor and sent directly to the professor of record. The evaluations should not be transferred or hand-carried by the graduate student.
- D.** The practicum student may prepare a document from the practicum for submission as the final writing sample or as part of a professional portfolio.

# GRADING FOR THE PRACTICUM

- I.** At the end of the semester, the supervisor(s) and student will discuss the student's progress in all aspects of the practicum experience. The Professor of Record will assign grades, in consultation with the supervisors, wither by utilizing their evaluations, or if there are questions by contacting the supervisor(s) directly.
  
- II.** Grades will be determined based on the following criteria:
  - A...**Superior performance including creativity and initiative beyond requirements; outstanding quality projects or completion of assigned tasks.
  - A-...**Excellent performance. Evidences creativity and initiative; significant projects.
  - B+...**Good performance. Meets expectations consistently and evidences personal initiative; making good progress in development of competency.
  - B...**Meets expectations consistently and evidences some initiative; some growth.
  - B-...**Meets expectations. Performs to the level of his/her ability.
  - C+...**Meets minimal expectations. Has difficulties with some assigned projects or with professional relationships.
  - C...**Gives little evidence of personal initiative, fails at multiple tasks or fails to integrate acceptably into the working environment.
  - D...**Performance is unacceptable and is below the level of ability; or the student violates regulations or work requirements or does not complete assigned tasks.
  - F...**Failed to meet minimum expectations or left prior to the termination of the employment period.
  
- III.** Our goal is for M.E.S. students to become competent and trusted practitioners in their field. To that end, the grade should take into consideration such details as their preparation for the assignments and the ability to integrate their goals and the employers. Also, note their relational skills and a general competency for their work.

- IV.** The following are the kinds of things that will affect the student's grade negatively:
1. If the student does not get the required assignments turned in to the Professor of Record on time, and an "Incomplete" grade must be given, the student's final grade may be downgraded. The exception is a practicum outside the region or running past the end of the term. Students are not expected to submit papers until they return to the Baylor campus.
  2. If the student does not maintain communication with the Professor of Record, the final grade will be downgraded.
  3. If the final paper and accompanying materials are not deemed well-done by the Professor of Record, the final grade will be downgraded.
  4. If the supervisor(s) have had difficulty mentoring the student, the student has not completed work assignments, the student has excessive absences or the student's work was not of adequate professional quality.

# **GUIDELINES FOR THE SUPERVISOR/MENTOR**

*The Department of Environmental Studies, Baylor University invites practicum supervisors to enrich the education of M.E.S. graduate students by offering mentoring, guidance and professional advice. Baylor very much appreciates your willingness to undertake this important contribution to the development of the next generation of environmental professionals.*

## **RESPONSIBILITIES OF THE SUPERVISOR/MENTOR**

1. The supervisor will need to acquaint himself/herself with the program requirements of the Environmental Studies Graduate M.E.S. degree program and conform the practicum assignments to the educational goals of the program. The practicum must consist primarily of professional level environmental work, and should incorporate no more than 20% of routine office, clerical, maintenance or other non-professional tasks such as standard filing or copying.
2. At the beginning of the practicum, the primary supervisor and student will enter into a signed and agreed to Covenant (Appendix G). This should be agreed to in the first supervisor-student session and can be renegotiated at any time during the mentoring semester. It may be wise to consider renegotiation after the mid-term evaluation.
3. The primary supervisor or a designated supervisor should contact the student at least biweekly to discuss any job performance or evaluation issues. The student is expected to respond positively to critique and to respond to the requests the supervisor.
4. At the conclusion of the student's mentoring experience, the primary supervisor will complete the evaluation found in Appendix F and forward it to the departmental address on the top of the sheet.
5. Any remuneration for the student should be set at the beginning of the practicum. This is at the discretion of the organization, corporation or agency mentoring the student. The Department of Environmental Studies does not require that the student be paid for the practicum experience.

# PROFESSOR OF RECORD

The student should approach a Professor and obtain agreement that the Professor will serve as Professor of Record of Record before submitting the practicum application. The Professor of Record's role is to:

- Advise the student on selecting a practicum placement and providing the necessary documentation to the Department of Environmental Studies. The placement should be at an appropriate level for a student with nearly completed graduate course work.
- Maintain contact with the Supervisor to ensure that the work is going well. The student is required to communicate with the Professor of Record no less than once every two weeks and may send forms by e-mail or by mail if not in Waco. Some Professors of Record desire the communication to be more frequent and the student is to comply with the Professor's desires.
- Receive and grade the biweekly or weekly reports; the final paper, and the supervisory evaluations.
- Maintain guidance of the student during the practicum.
- Request any reporting which s/he deems helpful.
- Debrief and advise the student upon the student's completion of the practicum experience.
- Assist the student if there are difficulties with the practicum, including a student desire to terminate the assignment.

# STUDENT-MENTOR LEARNING COVENANT

The task of writing a covenant is a process of (1) deciding where you anticipate going intellectually, experientially, and **professionally** for this semester; (2) developing action plans to move toward your destination; and (3) outlining steps to insure that you get there. The learning covenant will let you know where “there” is so you can tell when you have gotten “there.” Your covenant will provide structure for your relationship. A dynamic covenant allows for and facilitates growth. This covenant should be negotiated and accepted by the Supervisor/ Mentor and student.

## **The Covenant allows you to take charge of your own learning.**

Covenanting recognizes that you know yourself. By the time you reach this stage in the educational process, you have the ability to decide what you need to learn. This process allows you to select your own learning goals. There are seven benefits of doing this:

- Self-commitment: you will be committed to make your goals become a reality because you have a major voice in setting your goals.
- Self-motivation: you will strive harder to reach your own goals.
- Self-direction: you can direct yourself in working toward fulfillment of your goals when you know the desired results and have developed a plan for reaching them.
- Self-discipline: you can use observations and feedback to make corrections.
- Self-management: you have more freedom to manage your time, energy and other available resources.
- Self-rewards: you can recognize meaningful results and increased competency.
- Self-esteem: you can build your own self-esteem in this process.

## **Pre covenant work**

This can be difficult because it requires an in-depth look at what you know, what you can do, and even who you are. Finding out where you are starting from is an act of maturity and wisdom. Make use of assessment instruments and don't assume anything. Then make lists (your talents, skills, experiences, likes and dislikes):

- What are you comfortable doing?
- What makes you uncomfortable?
- What do you avoid or try to ignore about yourself?
- What relational abilities do you have?
- Which abilities do you wish you had?
- What are your relational needs?
- What do people say about you?
- What are your strengths that are affirmed by others?
- What weaknesses do others recognize in you?
- What do your critics say about you?
- How do you usually sabotage yourself?

## **Designing the Learning Covenant**

Appendix H gives some guidelines for designing your unique learning covenant. *You are responsible for taking the initiative.* It is your covenant. You and your Mentor should work on it, negotiate, and agree to it. Both of you should understand where you're going, how you plan to get there, and your responsibilities in getting there. It should include the following:

- Agreement on goals: it should involve a mutual decision as to where you want to go.

- Job description: this is not a typical job description, but should outline the work to be done, lines of supervision, hours, time off, financial arrangements, etc.
- Definition of responsibilities: clarify as many items as possible.
- Discuss intentionality: don't assume anything, discuss intentionally each item.
- Accountability: how this will be handled.
- Safety valve: what will be done when things don't work out between the Supervisor? Mentor and the student.

See Appendix H for further guidance in writing your learning covenant.

# APPENDIX A

## PRACTICUM PROGRAM APPLICATION

DEPARTMENT OF ENVIRONMENTAL STUDIES

BAYLOR UNIVERSITY

### I. SECTION ONE: PERSONAL INFORMATION.

*Please attach a small current photo of yourself in the top corner.*

NAME: \_\_\_\_\_ ID# \_\_\_\_\_  
Last First Middle

ADDRESS: \_\_\_\_\_  
Mailing Address City State Zip Code

PHONE: \_\_\_\_\_ WORK PHONE \_\_\_\_\_  
(Area Code) Number (Area Code) Number

E-MAIL: \_\_\_\_\_

A. Completed number of graduate semester hours, including current semester? \_\_\_\_\_

B. Practicum semester(s): Year: \_\_\_\_\_ Term: \_\_\_\_\_  
Year: \_\_\_\_\_ Term: \_\_\_\_\_ Year: \_\_\_\_\_ Term: \_\_\_\_\_

C. How many hours credit are you planning to receive each term:  
\_\_\_\_\_

### II. SECTION TWO: OFFICE INFORMATION.

PROFESSOR OF RECORD: \_\_\_\_\_

### III. SECTION THREE: MENTORING INFORMATION.

NAME OF PRIMARY SUPERVISOR:

\_\_\_\_\_  
*Include their proper title: (Mr., Mrs., Dr., Professor, etc.)*

NAME OF ORGANIZATION: \_\_\_\_\_

ADDRESS: \_\_\_\_\_  
Mailing Address City State Zip Code

PHONE: \_\_\_\_\_ WORK PHONE \_\_\_\_\_  
(Area Code) Number (Area Code) Number

E-MAIL: \_\_\_\_\_

**\*E-MAIL ADDRESSES ARE IMPORTANT FOR MAINTAINING CONTACT DURING THE SEMESTER IF THE SUPERVISOR'S ADDRESS IS DIFFERENT FROM THE ACTUAL ADDRESS WHERE THE STUDENT WILL DO HER/HIS MENTORING, THE MENTOR'S ADDRESS, PHONE, AND EMAIL MUST BE INCLUDED.**

NAMES OF ADDITIONAL SUPERVISORS:

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**IV. SECTION FOUR: WORK ARRANGEMENTS**

1. Starting date: \_\_\_\_\_ Ending date: \_\_\_\_\_
2. How many hours are you working per week? \_\_\_\_\_
3. Is this position salaried? Yes/no
4. Does the position carry other compensation such as housing or stipend? Yes/no

**V. DESCRIPTION OF THE POSITION**

1. Why do you think this organization is an appropriate placement for your practicum experiences?
2. Why do you think your primary supervisor is a suitable mentor? Describe the professional credentials of this individual and of other supervisors.
3. Describe the work to be performed in detail. What does the position entail?
4. Does the position require scientific data collection or analysis? Describe.
5. Does the position require professional writing? Describe.

**Please attach a written position description if one is available.**

## PRACTICUM APPROVAL

**Major advisor:** \_\_\_\_\_

**Professor of record (if different):** \_\_\_\_\_

**Graduate director or department chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*Note: The Graduate Director should have his or her placements approved by the Department Chair.*

**Please file a copy of this document with the Graduate Director.**

## **APPENDIX B**

# **OFF-SITE ACADEMIC PROGRAMS WITHIN THE UNITED STATES**

*Academic programs may require academic credit through experience in clinical or other business locations that are not part of Baylor facilities. Such off-site programs may place a single student participant in an off-site location without the presence of Baylor faculty or support. Student participants in off-site programs are encouraged to plan carefully all aspects of the off-site experience to maximize the academic experience and minimize any potential safety or health problems. The following guidelines emphasize student responsibility for planning and for communicating during the program and in the event of any emergency.*

### **KNOW HOW TO OBTAIN EMERGENCY HEALTH AND LAW ENFORCEMENT SERVICES OFF SITE.**

1. Obtain, read and carefully consider materials related to the off-site location, particularly those materials relating to safety and health issues in the off-site program and locale.
2. Consider your health and personal circumstances when applying for or accepting placement in the off-site program.
3. Make available to the off-site program and Baylor accurate and complete physical and mental health information and any other personal data that is necessary to plan a safe and healthy off-site program experience.
4. Assume responsibility for all the elements necessary for personal preparation for the off-site program.
5. Participate fully in any orientations by the off-site program and Baylor.
6. Obtain or maintain appropriate insurance coverage, particularly health insurance in the event of sickness or injury during the program.
7. Inform next of kin and others with a need to know about participation in the off-site program.
8. Provide next of kin and Baylor's program director with emergency contact information, and keep them informed on an ongoing basis.

9. Understand and comply with the off-site program's terms of participation, codes of conduct, and emergency procedures, as well as Baylor's terms of participation, codes of conduct, and emergency procedures. (Baylor's codes of conduct apply off site.)
10. Be aware of local conditions that may present health or safety risks when making daily choices and decisions. Promptly express any health or safety concerns to the off-site program and Baylor.

**INFORM BAYLOR DEPARTMENT OF PUBLIC SAFETY (254) 710-2222 OR THE BAYLOR PROGRAM DIRECTOR OF AN EMERGENCY OR IF YOU NEED ASSISTANCE.**

## APPENDIX C

### International Practicum/Mentorship

It is expected that students wishing to mentor internationally will begin the process of placement with sufficient lead time in order to complete the necessary arrangements and paperwork. This process should begin no less than six months prior to actual travel.

#### **Student**

The student is required to submit the following items attached to the Practicum Application:

1. Location Status. Go to the U.S. State Department website to obtain background notes on the country of destination- <http://www.state.gov/r/pa/ei/bgn/> and to check for travel advisories and/or warnings <http://travel.state.gov/> .
2. Health Status. Go to the Center for Disease Control (CDC) website to obtain health information on your destination <http://www.cdc.gov/travel/> .
3. Funding. A statement regarding how the mentorship will be funded.

#### **Professor of Record**

The Professor of Record will do the following:

1. Complete and submit a **Travel/Event Form** to the ENV Departmental office. Once approved, this form will be forwarded to the Office of General Counsel in order to generate Consent and Medical Release forms. The form can be found at <http://www3.baylor.edu/Safety/TravelEventForm.pdf> .
2. Insure that the student signs the **Consent Form** and complete the **Medical Release Form**. These forms are to be filed in the office of the Graduate Director, who will submit them through Arts and Sciences, at least three weeks prior to travel.
3. Provide adequate **orientation** regarding the following-
  - travel
  - maintenance of health
  - personal safety
  - cultural understanding
4. Ensure that the student has **Travel and Medical Insurance** through the following agency:
  - Adams and Associates - [http://www.aaintl.com/ser\\_volmiss.cfm](http://www.aaintl.com/ser_volmiss.cfm)
5. Establish and schedule the means for **regular contact**, either by phone or email.
6. Ensure that the student has the following **Baylor contact information**-
  - phone numbers for the Professor of Record (office, home & cell)
  - phone numbers for the Department Chair of Environmental Studies and the Office Manager (office, home & cell)
  - general Arts and Sciences and Baylor numbers
  - nearest American EmbassySecure the following **field contact** numbers/addresses for the student placement-
  - place of residence
  - mentor (office, home & cell; email)
  - organization (country of mentorship and US)

## **APPENDIX D**

### **WEEKLY/BIWEEKLY PRACTICUM REPORT TO BE SUBMITTED TO PROFESSOR OF RECORD**

**Student name:**

**Date submitted:**

**Time period covered:**

**Where did you work?**

**Who is acting as your supervisor?**

**Describe your professional activities – what did you do for the practicum during this time period?**

**What did you learn or what professionally useful engagement did you have during this time period?**

**Describe any difficulties you are having with the practicum? (If none, just write none)**

# **APPENDIX E**

## **STUDENT EVALUATIONS**

### **GUIDELINES FOR SUPERVISOR'S EVALUATIONS OF STUDENT**

The Supervisor/Mentor will write out the evaluations in full using the attached form. If the supervisor wishes a formal letter of reference may be substituted. Evaluations should be sent by the supervisor to the address on the form. The form should not be returned to the student. The primary supervisor should meet one-on-one with the student, prior to the completion of the practicum and discuss the student's performance with her or him. Some key points to consider are:

- ❑ Evaluation of work done by the student in the mentoring setting.
- ❑ The student's relationships with people in the mentoring setting.
- ❑ The student's relationship with the supervisor(s)/mentors.
- ❑ The student's ability to apply classroom education to the applied environmental setting.
- ❑ Evaluation of the student's professional maturity and capability of filling a full time position as an environmental professional.
- ❑ Evaluation of the student's ability to solve practical problems and to interact with others to find these solutions.
- ❑ Evaluation of the student's ability to deal with stress.
- ❑ Evaluation of how the student fulfilled his/her covenant and goals.
- ❑ Relate your goals for this student during the mentoring period. Were these goals fulfilled?
- ❑ For the Final Evaluation, please make a recommendation concerning a grade for mentoring. Please include an explanation along with the grade recommended.

# APPENDIX F SUPERVISOR EVALUATION

**Please return to:**  
GRADUATE DIRECTOR  
DEPT. OF ENVIRONMENTAL STUDIES  
PO BOX 97266  
BAYLOR UNIVERSITY  
WACO, TX 76798

**To the student please fill out the following information:**

**Name of student:** \_\_\_\_\_

**Dates of practicum:** \_\_\_\_\_

**Organization and location of practicum:** \_\_\_\_\_

\_\_\_\_\_

**To the supervisor – *please comment on the following:***

**Attention to the job:**

1 – Did the student arrive at work on time and work the required hours?

2 – Did the student fully apply herself/himself to the job? How much effort did the student make to complete assigned task in a timely manner?

3 – Did the student comply with safety procedures and other workplace policies, such as dress codes and equipment maintenance procedures?

**Cooperation and relationships:**

4 – Did the student make an effort to cooperate with other employees at the work location? If applicable, was the student polite and professional when interacting with clients, customers or the public?

5 – Did the student follow instructions and cooperate with his/her supervisors?

6 – Did the student contribute positively to the social and team environment of your organization?

**Quality of work:**

7 – was the student’s work of adequate professional quality? Please indicate if the work was exceptional, or conversely, below standards.

8 – If the student prepared written documents or reports, was the student’s written work of adequate quality in terms of content, sophistication, style and clarity?

9 – If the student performed scientific analyses or data collection, was the work adequately precise, accurate and of adequate quality and quantity?

10 – If the student conducted sampling or monitoring, did the student have an adequate knowledge of appropriate techniques and methodologies, and were these properly applied to assigned tasks?

**Professional growth and maturity:**

11- Did the student demonstrate useful professional skills and preparation on the job?

12 – Did the student make a serious effort to improve her or his performance through out the practicum experience?

13 – Was the student able to work independently and solve the problems he/she encountered in the work environment?

14 – Would you be willing to hire this student in an open position or to offer this student a full time position, if a job were available?

15 – How could this student improve in terms of professional skills and applications?

**16 - Describe the student's strengths and weakness in completing the practicum. What does the student do well? What does the student need to correct of improve? Include any observations that might be useful to the student's professional development.**

**17 – What grade would you recommend for the student (the final decision will be made by the Professor of Record): Purposed grade \_\_\_\_\_**

**A...**Superior performance including creativity and initiative beyond requirements; outstanding quality projects or completion of assigned tasks.

**A-...**Excellent performance. Evidences creativity and initiative; significant projects.

**B+...**Good performance. Meets expectations consistently and evidences personal initiative; making good progress in development of competency.

**B...**Meets expectations consistently and evidences some initiative; some growth.

**B-...**Meets expectations. Performs to the level of his/her ability.

**C+...**Meets minimal expectations. Has difficulties with some assigned projects or with professional relationships.

**C...**Gives little evidence of personal initiative, fails at multiple tasks or fails to integrate acceptably into the working environment.

**D...**Performance is unacceptable and is below the level of ability; or the student violates regulations or work requirements or does not complete assigned tasks.

**F...**Failed to meet minimum expectations or did not complete employment

Supervisor signature: \_\_\_\_\_

Name typed or printed: \_\_\_\_\_

Position: \_\_\_\_\_ Date: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

## APPENDIX G

# GUIDELINES FOR THE MENTORING COVENANT BETWEEN THE MENTOR AND THE STUDENT

1. The purpose of the Mentoring Covenant between the Mentor and the student is to provide for the best mentoring relationship possible during the mentoring semester. It gives the Mentor and the student the opportunity to outline desired results of the mentoring experience.
2. What does the student desire to receive and achieve during the mentoring experience? This could be a paragraph or more stating real expectations.
3. What does the Mentor expect from the student? Any desired actions, responsibilities, relationships, etc., should be included here.
4. The Mentor and the student both commit to maintain communication and contact with the Professor of Record so the Professor of Record is aware of how the mentoring experience is progressing.
5. Commitment to weekly one-on-one meetings between the Mentor and the student. What plan and schedule will be followed with these meetings? This will include the opportunity of reporting and reflecting on ministry assignments.
6. Other [professional](#) items the Mentor considers important (these must be approved by the Professor of Record).
7. Other [professional](#) items desired by the student (these must be approved by the Professor of Record).
8. Any items to be added to the mid-term and final evaluations (see Appendix B).
9. Reports and reflections, including questions and problems, with books/articles read as part of the reading requirement.
10. How the Mentor and student will deal with problems and differences between themselves.

**NOTE:** This is a guide. Each student and Mentor should agree to their own personal covenant. It can include these items, or other items, or some of these items.

**ALSO:** It is possible—sometimes advisable—to renegotiate this covenant after the mid-term evaluation, and/or at other times during the mentoring experience.

## **APPENDIX H GUIDELINES FOR JOURNAL AND FINAL REPORT**

### **Journal of the Practicum experience**

1. The student should keep a record of the practicum experience. This may be filed in digitized format, or kept in a hand-written log (if working in the field). The final journal should be conveyed to the Professor of Record.
2. The student should make an entry for each working day. The entry should record
  - a. tasks accomplished
  - b. progress toward major goals
  - c. reflections on the work environment
  - d. new skills learned and concepts acquired
3. Each week the student should record:
  - a. interactions with fellow employees
  - b. reflections on improving job performance
  - c. progress toward the covenant
  - d. barriers to progress
  - e. thoughts in interactions with supervisors
4. A summary of the work experience, written at the end of employment term, with a final summary of progress made in light of the covenant.

### **Final paper/project**

1. The final paper should be topical or it may be an example of a written product relevant to the practicum. It may be a management plan, education plan, or a compliance document, such as an Environmental Impact Statement. If the job does not offer an opportunity for writing, it may be on a closely related subject, such as best methods for water sampling, the use of GIS to record wildlife habitat, or recent changes in water quality regulations.
2. The final paper should be at least 12-15 double spaced pages and should be referenced as appropriate for a document of its type.
3. The final paper may comprise documentation accompanying an applied project such as the construction of a GIS database.
4. A tentative outline for the final paper (1 page) should be submitted to the Professor of Record, prior to departure for the practicum. This may be modified prior to the mid-date for the practicum with the Professor of Record's permission.
5. The paper may be submitted either immediately prior to completing the on-the-job portion of the practicum or may be submitted after completion of the on-the-job portion. In most cases the paper is due during finals week, at the end of the term.