Request for Approval of Practicum

GMU Higher Education Program

Adam P. Micallef

I am interested in pursuing a career as a higher education educator focusing on undergraduate education in History. To reach that goal, I am actively pursuing a Masters of Art in History with a Concentration in Higher Education at George Mason University to build on my Bachelors of Art in History from American Military University and my Masters of Science in Information Technology Leadership and Project Management from Marymount University.

As I enter my final semester for the Spring of 2023 at GMU, I have coordinated with the History and Art History Department to secure a position as a Teacher’s Assistant to fulfill the requirements for the HE685. The course I will be working in for the semester is HIST302: Classical Rome with Dr. Andrew White as the Site Supervisor for the course. This fits within my degree focus in History and my personal preference towards teaching European history. I have previously completed 6 credit hours in Higher Education at GMU, along with 18 credits in History towards my degree program, and am enrolled in the final 9 credits needed to graduate in May 2023, to include HIST797, HE602, and with successful department approval, HE685.

The learning outcomes I will expect to gain from this practicum is gain a working understanding of the teaching experience within the classroom at an institute of higher learning teaching undergraduate History. I will also learn functional skills on writing course syllabi, weekly classroom lessons and leading classroom lectures and discussions. Additionally, I will improve my own knowledge of the grading process and learning to handle interactions with students in an environment that is decidedly different than any previous teaching experience I have gained while in the performance of my current career within the IT industry providing instruction to colleagues in functional matters that differ from academia.

My responsibilities will include reviewing and revising the course syllabus with guidance from Dr. White. I will also be assisting in planning and leading bi-weekly classes on Tuesdays and Thursdays from 1:30 pm to 2:45 pm for a projected class of 43 undergraduate students, grading class assignments in a timely manner and providing regular correspondence to students via Blackboard and email communications and regularly scheduled office hours by appointment. I will also be available to perform other class related functions as directed by the Site Supervisor within the scope of the course and University requirements.

By performing the steps outlined above I will fulfill the intent of the practicum by increasing my knowledge and skills in the creation of and executing of a successful undergraduate education program as a professor and leader within the classroom. By working with the Site Supervisor, I will learn the nuances that are expected in the performance of the duties of a professor and classroom leader and educator. By working with Dr. White, I intend to gain these skills and meet my expected learning outcomes and prepare myself to become an educator in my own right and utilize my experience and degree to continue my career path towards that goal.

Below is a proposed breakdown of hours to be spent on practicum activity. There are planned meetings with the Site Supervisor to discuss the syllabus and the expectations for the class and the coming semester. There will also be continued meetings throughout the semester as part of class preparation for each class each week, and to discuss areas of improvement.

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| HIST302 Classical Rome Spring 2023 Planned Practicum Hours |
|  |  | Monday | Tuesday | Wednesday | Thursday | Friday | Total Minutes |
| Pre-Semester |   | Two planned 60 minute Zoom/In-person meetings TBD | 120 |
| Week 1 Class | Jan 23 - 27 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 2 | Jan 30 - Feb 3 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 3 | Feb 6 - 10 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 4 | Feb 13 - 17 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 5 | Feb 20 - 24 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 6 | Feb 27 - Mar 3 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 7 | Mar 6 - 10 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Spring Break | Mar 10 - 19 |   |   |   |   |   |   |
| Week 8 | Mar 20 - 24 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   | Mid-Term Paper Grading - at least 30 minutes per student (43)  | 1290 |
| Week 9 | Mar 27 - 31  |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 10 | Apr 3 - 7 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 11 | Apr 10 - 14 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 12 | Apr 17 - 21 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 13 | Apr 24 - 28  |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Week 14 | May 1 - 5 |   | 75 |   | 75 |   | 150 |
| Lesson Planning |   |   | 30 |   | 30 |   | 60 |
| Office Hours/Grading |   |   | 30 | 120 | 30 | 120 | 300 |
| Final Exams | May 10 - 17 | Final Paper Grading - at least 30 minutes per student (43)  | 1290 |
|  |  |  |  |  |  |  | 9540 |
| Key | Class | Lead Meeting | Grading | Office Hour Time |  |  |  |

The Site Supervisor will utilize the following rubric for evaluation during the course:

Student’s Name:

Please use the following scale to evaluate the intern’s ability to:

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| --- | --- | --- | --- | --- | --- |
| Criteria | 4 Exceeded Expectations | 3 Met Expectations | 2 Minimally Met Expectations | 1 Did not Meet Expectations | 0 Not Observed or not applicable |
| Understands the dynamics of the institution’s goals and mission |  |  |  |  |  |
| Envisions the course responsibilities holistically within the larger institutional context |  |  |  |  |  |
| Recognizes ethical dilemmas |  |  |  |  |  |
| Contributes to an ethical and professional learning environment |  |  |  |  |  |
| Plans course according to student learning outcomes |  |  |  |  |  |
| Demonstrates effective pedagogical approaches |  |  |  |  |  |
| Creates or chooses appropriate classroom assessment approaches  |  |  |  |  |  |
| Communicates clearly and repeatedly about course elements |  |  |  |  |  |
| Understands various learning styles |  |  |  |  |  |
| Works well with a variety of learning styles |  |  |  |  |  |
| Varies teaching strategies to accommodate various learning styles |  |  |  |  |  |
| Respects and promotes diversity  |  |  |  |  |  |
| Is open to feedback and new learning |  |  |  |  |  |
| Uses theory and research to guide teaching |  |  |  |  |  |
| Promotes learning in the class |  |  |  |  |  |
| Demonstrates best practices related to instructional, technology, pedagogy, and assessment in the internship setting |  |  |  |  |  |
| Completes proposed tasks |  |  |  |  |  |
| Completed required hours  |  |  |  |  |  |

Comments: