

## Course Syllabus

### CSD 5880: Internship in Student Affairs in Higher Education

Fall, 2006

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**Class Meeting:** Wednesdays, 7:00 – 9:30 p.m.

**Office Hours:** Tuesdays, 9:30 – 11:30 a.m.; Wednesdays, 9:00 a.m. – 12 N

**Course Objectives:** Following a supervised practice experience in an area of college student affairs, the student will be able to:

- (1) relate student development theories to practice in a specific environment.
- (2) identify the administrative position of the office in relation to the overall administrative structure of the institution.
- (3) name the reporting structure for the office administrative leader (Dean, Director, Supervisor, etc.)
- (d) explain the nature of the office staff's responsibilities.
- (e) describe how the office is organized to attain its stated administrative function.
- (f) describe the nature of the student clientele served by the office/agency.
- (g) indicate which segments of the student clientele are being served/not served given the nature of the office's programs and facilities.
- (h) assess the adequacy of the facilities within which the office/agency must function.
- (i) determine if adequate space/materials/facilities are available for the office/agency to carry out its stated mission.
- (j) provide the office/agency with an internship report which can be used by the office/agency personnel to carry out administrative functions within the institution's mission.
- (k) provide the office/agency with media/material/data that would not otherwise be available for the office/agency to carry out its mission within the institution.
- (l) include with the project an ERIC/Internet Search of the professional literature in the topic area covering the prior five years.
- (m) report progress on the project/activity/report in a succinct manner to a seminar group of peers (other internship students) and invited guests (other master's candidates, supervisors, professional staff, etc.).
- (n) identify national, state, regional and local professional associations and publications associated with the specialty area of the internship.

### Class Requirements

**Site Selection:** Students must select an area in which they wish to gain hands-on experience (e.g., Student Activities, Career Planning and Placement, Academic Assistance Center, Financial Aid) and visit with the agency head to discuss potential duties and tasks. Examples of appropriate activities include attending staff meetings, assisting staff with projects, undertaking independent projects, seeing student clients (under proper supervision), programming, reading literature in pertinent professional journals, and writing reports. Activities such as photocopying, typing others' work, running errands are not appropriate during the internship. **The site and supervisor**

**must be approved by the CSD 5880 course instructor prior to final arrangements for the internship.** If site selection has not been done, please do so within the first ten days of the internship experience.

**Internship Contract:** Each internship student, in conjunction with his/her internship supervisor, is to develop an internship contract modeled after the Career Planning and Placement Internship contract [attached](#) to this syllabus. This contract is to be the first activity of the internship experience, and is to be submitted to the EDG 5880 instructor within one week of the beginning of the internship (Fall, August 28, 2006). Contracts are to be created in such a manner that subsequent students will merely find it necessary to add their name, semester, and site work hours in order to complete an internship contract at that site.

**Time on Task at the Internship Site:** Regular attendance at the internship site is required. In addition to the 30 hours spent in seminar, students will be expected to complete 120 hours in total at the site, an average of seven or eight hours per week for fifteen weeks, for a total of 150 hours in internship. On occasion, students invest well over 200 hours in their internship experience. Students who do so should be aware that as they make the choice to invest extra hours in their internship experience, they are at the same moment making the choice NOT to invest those hours in other scholarly activities required for the degree. Should illness prevent students from attending a scheduled session, they must notify their site supervisor or instructor (in the case of a seminar session) as soon as possible.

**Course Textbooks:** Cooper, D., Saunders, S., Winston, R., Hirt, J., Creamer, D., & Janosik, S. (2002). *Learning through supervised practice in student affairs*. New York: Brunner-Routledge.

**Internship Daily Log:** Internship students are to maintain a daily log of activities that describes internship related experiences and events. Library research time and attendance at professional conferences are examples of legitimate time use that can be counted in the minimum total of 120 clock hours required to complete the internship. Log entries should be made after each daily period of work at the internship site (or other related internship activity). Following the [examples](#) provided with this syllabus, the entry should include a narrative description of the activity, the time spent, your role in the activity, and your interpretation of the event. You should also analyze personal and professional growth or insights as part of each activity. The logs will be collected weekly at the internship seminar sessions. Your instructor cannot be of assistance to you, nor provide supplementary resources, if he does not know what you are doing at the site. [Detail](#) is important. Students submitting 50 or fewer hours of internship log time at the end of the semester will receive a course mark no higher than a "C".

. Students are to use their computer skills to develop a facsimile log sheet. It is critically important that students keep their log entries up-to-date. Use the last five minutes of each internship session to up-date your record of events. Samples of "A", "B", and "C" log entries are included with this syllabus. Including descriptive and interpretive detail is important to the objectives of the pre-professional experience. Remember, internship logs are to be submitted to the instructor for comments at every Internship Seminar session. We cannot offer you the use of our expertise and printed resources if we do not know what you are experiencing regularly in the internship experience. After the fact is too late. Logs will be returned at the next session of the seminar.

A one-page **Ethical Case Study** related to ethics standards for the agency of the internship site should be developed. The case might refer to an ethical dilemma faced directly by the practitioner, an unethical situation one has observed or been told about, etc. The [case study](#) should include a description of the situation, 3-5 helpful discussion questions and appropriate

references to ethical standards that should guide the resolution of the situation. Prepare copies for distribution (or access via WebCT) to all seminar members. **DUE: November 8, 2006.**

Each student should develop a written **Multicultural Intervention Proposal** to introduce a program for developing better sensitivity to ethnic/gender/affectional diversity and cross-cultural issues in his/her internship site work setting. The proposal will include the following in 2-3 pages: (1) the objectives and expected outcomes, (2) the relevance to the site, (3) the resources (material and human) necessary, (4) the service delivery method, and (5) how success will be evaluated. **DUE: October 25, 2006.**

**Internship Portfolio:** All materials developed by the internship student are to be systematically collected into an Internship Portfolio, which serves as a work sample for a student's prospective employer to inspect. An Internship Portfolio Checklist ([available from the instructor](#)) and the log entries are to appear at the front of the internship notebook.

**ERIC/Internet Data Base Search:** An ERIC/Internet Search is not a substitute for a thorough library literature search, but the content of such a search does enable students to peruse a great deal of literature that otherwise would not be accessible or obvious except to a skilled bibliographer. The student may use the document search systems found on the Booth Library website.

In consultation with your host internship supervisor(s), identify a topic that would be valuable to investigate. The focus should be related to the supervisor's particular area of student affairs. An investigation into the literature about innovative practices in career planning and placement is an example. Within ERIC we suggest you search the CIJE (Current Index to Journal in Education) segment, and include RIE data (Research in Education) for a more extensive bibliography of documents. Request citations with all abstracts.

It is possible that this ERIC/Internet Search can also be useful to the student who wishes to do a literature search for a master's thesis. Careful planning will save much wasted effort. Carefully review the Thesaurus of ERIC Descriptors to determine appropriate descriptors to use as search words. Limit the time frame for the search to the prior five years.

**The Internet:** Submit all materials generated in this course to the instructor via WebCT. The instructor does not accept documents in hard copy until the Internship Portfolio is submitted at the close of the semester.

**Bibliography of Professional Readings – Organizations (Part I):**--Develop a bibliography of periodicals (journals, newsletters, vertical file materials, etc.) that are specialized publications for the specific student affairs area (e.g., admissions) of your internship site. The objective of the bibliography is to be complete enough that a new professional in the area could become reasonably well informed on the topic should they need to do so. Indicate if a professional subscription to a publication listed in the bibliography is maintained by an individual or the office itself. Check to determine if the EIU Library receives periodicals, and list the call numbers. National, regional, and state periodicals are eligible for your roster.

Part II of the bibliography relates to non-periodical readings that are valuable to a new professional in your internship area. Books, monographs, etc., that are specialized readings should be included. Any "classic" print resources that add a historical or significant introduction or perspective can also be listed. Again, indicate the availability of such resources in the EIU campus library system.

For questions of style in preparing your bibliographies, refer to:

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: Author.

An example of an annotated bibliographic entry follows:

Dyer, T., & Davis, M. (1981). *Higher education periodicals: A directory*. Athens, GA: Institute of Higher Education, University of Georgia.

This is a 152 page guide containing information on 269 journals, magazines, and newsletters published in higher education, and is a helpful source.

**Professional Organizations:** The final part of the bibliographic compilation is a listing of the professional organizations (national, regional, state) that are available to further the development of your internship student affairs area. Provide descriptive information (dues, mailing address, etc.) wherever possible, e.g.:

#### **American College Personnel Association**

The ACPA is an independent association of higher education professionals. It consists of nearly 9,000 college student personnel workers, researchers, and administrators in all areas of student development programs. Dues for graduate students are approx. \$45/year.

These professional readings/organizations compilations are to be inserted in the back of your internship log at the time you submit it to the instructor for final evaluation.

When you encounter books and/or periodicals not currently carried by Booth Library, please e-mail the reference to the instructor so that we can request that the library staff order the book for the EIU collection.

**Self-Assessment of Personal and Professional Growth:** Three weeks prior to the first day of final examinations ( November 15, 2006), send to the instructor via WebCT a document describing your personal and professional growth as a result of your internship experience. You will find it useful to list some preliminary thoughts now as to where you sense yourself developmentally as a person and as a new professional in college student affairs. The course text includes a useful section on assessing your personal / professional growth.

The paper should (1) describe the internship experience, (2) project(s) undertaken, (3) what you learned (or did not learn), (4) what skills were enhanced or developed, (5) what theory / research is most useful for the type of agency, and (6) any other topics you consider pertinent to your internship experience. Citations from the course readings should be included. The report should be no longer than 6 pages in length. Each student will share a 5-10 minute presentation of his / her final report to the seminar group during the final two class sessions.

At mid-semester (about 60 clock hours completed) and at the end of the semester, a [Self-Inventory of Progress](#) is to be completed by you, and a second form is to be completed by your site supervisor. After the two of you have met and discussed your work together, the forms are to be forwarded to the instructor.

**Internship Project/Activity/Report:** As described above, a major goal of CSD 5880 is the design and implementation of a project / activity / report useful to your internship agency. The

purpose is to augment the present range of similar programming by your Host Internship Site. It is important to keep the recipients (service consumers) in mind at all times in order to increase your awareness and understanding of American College Students. Your project / activity / report is to be shared with your fellow internship students and your student services agency. Presentation to your student professionals-in-training should be accomplished during the regular seminar class meetings (see above under Personal/Professional Growth).

**Internship Seminar:** Attending (participating via Web CT when the instructor is not on campus) in 12-14 seminar discussions will be a part of your internship experience. These 30 class hours will count as a part of the internship clock hours. However, preparation for the seminars will NOT count toward the 150 total clock hours. The purpose of these seminars is to allow internship students to share concerns, exchange ideas, and share successes, as well as systematically consider significant personal / professional development issues. This forum will allow for a stimulating interchange of professional / personal items related to College Student Affairs counseling and administration.

Since the class meets weekly and is such a small seminar, attendance and participation are essential. Please come prepared and willing to share and disclose with other participants in the seminar. Discussions will be expected to include references to the assigned readings - know them. It is further recommended that you discuss the seminar topics in advance with your site supervisor so your site activities may relate as much as possible to the seminar topics. In order to facilitate free discussion, you are expected to maintain strictly any confidences revealed within the group. Also, since a number of guest speakers may be contributing to the seminars, it is important not to miss any sessions. If you do have an emergency causing you to miss a seminar, you must contact the instructor before the class.

**Mid-Semester and Exit Interviews:** The CSD 5880 instructor may elect to conduct individual meetings with internship students at mid-semester and near the end of the semester. If possible, the final meeting will be at the internship site with the student's internship supervisor. These sessions will allow the instructor to gain first-hand feedback about student progress in the internship experience. A special effort will be made to hold such meetings at off-campus internship sites. Also, information helpful to future students considering internship sites will be solicited.

**Submission of Completed Internship Portfolios:** The completed internship portfolio is to be submitted for final evaluation two weeks prior to the date of final examinations (November 29, 2006). Use the Internship Portfolio Checklist to make certain you have included the necessary materials in your portfolio. Remember, you are creating a document meant for inspection by a future employer.

**Professional Ethics:** Read the [Statement of Professional Ethics](#) of the American College Personnel Association supplied to you as a graduate student in college student affairs.

Remember that you are a guest in the internship office. Once you establish yourself, the activities assigned you will expand. Be courteous, dress appropriately, and demonstrate a willingness to be involved in professional, administrative/management, and clerical/secretarial aspects of the operation.

Conduct yourself as a professional person. This includes meeting all of your commitments to the host internship site. Keeping scheduled appointments, notifying the office when delays or appointment cancellations are necessary, and carrying through on job assignments are often

necessary ingredients to maintaining the on-going operation of the host internship site. In short, you are being relied upon and are to meet your responsibilities. Be on time and alert. The professional attributes described above are often included in letters of recommendation for first professional positions.

Confidentiality is very important. Anything discussed, heard, or observed should be treated as matters that "stay within the office." Loose conversation about such items is to be avoided. Become acquainted with the contents of the ACPA Statement of Ethical and Professional Standards. When you are at an internship site, remember that you are no longer a student, but a professional-in-training AND a representative of the University Administration.

Remember that your internship supervisor is a prime source for professional networking and personal references.

### **Questions, Concerns, and Problems**

Please keep the instructor informed as questions, concerns, or problems develop. Through cooperative effort (student, site supervisor, instructor), we can resolve most situations with a minimum of stress on each of us. Importantly, do not let a situation or circumstance get out-of-hand; let's deal with it early and directly.

It is my great hope that you have an energizing, rewarding experience in your internship area. We are confident that you will do what is necessary to meet and exceed the expected professional skills and competencies.

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### Course Seminar Schedule

(Note: The following schedule is subject to change should circumstances require it.)

August 23, 2006      **Introductions:** Who we are and what we will be learning. Discussion of syllabus, textbook, assignments, and internship sites.

**DVD:** George Kuh and Associates. (2005). *Declining by degrees: Higher education at risk*. Washington, DC: Public Broadcasting System.

This PBS video features George Kuh, Indiana University Professor of Higher Education, in a documentary on the conflicting purposes of American higher education.

Your task is to compare and contrast your own collegiate experience with the assertions of the various commentators.

August 30, 2006      Text: Cooper, et al., Chapter 1 & Chapter 2. Note: Fall '06 and Spring '07 Internship classes will utilize the same textbook. When you have completed the textbook, please share the book with your Internship supervisor, as we cannot supply them with the text.

Internship contact sheets and Internship Contracts with the Site Supervisor should be sent to the instructor via WebCT

The Kuh DVD viewing / discussion will continue.

Internship contact sheets and Internship Contracts with the site supervisor should be sent in hard copy to the instructor of record for his signature.

- September 6, 2006      Professional Ethics and Student Development  
Text: Cooper, et al., Chapter 5  
Skills, Attitudes, and Behaviors: Themes and experiences from our own college student development that serve us well or hinder our professional growth and progress.  
Log Sheets will be collected via WebCT
- September 13, 2006      Institutional Celebrations, Holidays and Memorials  
Cooper, et al., Chapter 3: Application of Theory in the Supervised Practice Experience  
Log Sheets will be collected via WebCT
- September 20, 2006      Student Development Theory on the Internship Site  
Text: Cooper, et al., Chapter 4  
Log Sheets will be collected via WebCT
- September 27, 2006      The Diversity of American Colleges and Universities  
Log sheets will be collected via WebCT
- October 4, 2006              Checking the State of Ethics in Student Affairs Practice  
DUE: (1) Written Self-Assessment of Personal and Professional Growth, (2) Ethical Case Study for class discussion. Remember to bring enough copies to share with the class, OR, to put your case study on WebCT prior to the class, so your colleagues have the time to read the case study.  
Log sheets will be collected via WebCT Log sheets will be collected via WebCT
- October 11, 2006              Text: Cooper, et al., Chapter 3  
  
Log sheets will be collected via WebCT
- October 18, 2006              Self-Inventory of Progress for the first half of the semester is due. One form is to be completed by your internship supervisor, and a second form is to be completed by the student intern. After the supervisor and intern have a joint meeting about the student's progress, the completed forms are to be sent to the course instructor.
- October 25, 2006              Multicultural Intervention Proposals Due, and shared in class.
- November 1, 2006

MMOGSISP (<http://www.niu.edu/naspa/MMOGSISP.htm>) and NASPA IV-East Regional Convention (<http://www.niu.edu/naspa/index.htm>), Oak Brook Marriott, Oak Brook, Illinois. MMOGSISP begins Saturday, November 4 and ends Sunday, November 5. NASPA IV-East begins Sunday November 5, and ends Tuesday, November 7, at 1:00 p.m.

Attending students should go to at least one paper presentation session dealing with a topic addressing their internship site, and write a two-page synopsis of the session (include any handouts) for the rest of the class members. Post on the course WebCT site for distribution.

Dr. and Mrs. Eberly will be in Cleveland, Ohio, for their daughter Judy's wedding to Dan Bishop on Saturday, November 4, 2006. I will be at NASPA-IV East on Monday, November 6, 2006.

November 8, 2006 Ethical Case Study due, to be shared with other students in the class.

November 15, 2006 Self-Assessment of Personal and Professional Growth at the Internship Site due, to be shared with other students in the class.

November 16, 2006. Focus on Student Affairs Conference, Indiana State University – Terre Haute.

November 29, 2006 Association of Fraternity Advisors Conference, New Orleans, LA., (<http://www.fraternityadvisors.org/AnnualMeeting.aspx>). WebCT assignments are due, but there will be no class session on this Wednesday. Dr. Eberly will return to campus by December 4, 2006.

Professional Portfolio due

December 6, 2006 Reports of professional development as a result of the internship experience. Instructor initiated exit interviews with site supervisors and interns will be scheduled as needed.

December 13, 2006 Wrap-up and course evaluation, final discussion.

### Selected Bibliography of Professional Readings

Below are links to selected seminal documents in the field of college student affairs compiled by Dr. Susan Komives, University of Maryland, and found on either the ACPA or NASPA website. These are documents with which all practitioners in student affairs should be familiar.

#### ACPA

[http://www.myacpa.org/pub/pub\\_othermedia.cfm](http://www.myacpa.org/pub/pub_othermedia.cfm)

LEARNING RECONSIDERED (this is the long version)

POWERFUL PARTNERSHIPS: A SHARED RESPONSIBILITY FOR LEARNING

PRINCIPLES OF GOOD PRACTICE IN STUDENT AFFAIRS

STUDENT LEARNING IMPERATIVE: IMPLICATIONS FOR STUDENT AFFAIRS

STUDENT PERSONNEL POINT OF VIEW (1937)

STUDENT PERSONNEL POINT OF VIEW (1949)

#### NASPA

<http://www.naspa.org/pubs/resources.cfm>

Powerful Partnerships, 1998

Reasonable Expectations, 1995

A Perspective on Student Affairs, 1987

The Student Personnel Point of View, 1949

The Student Personnel Point of View, 1937

also

Learning Reconsidered (the long version) is a link off the home page

<http://www.naspa.org/>