

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CSD 5880
3. **Short title:** Supervised Experience
4. **Long title:** Supervised Experience in Student Affairs
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☒ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☐ Spring ☒ Summer Year: 2020
8. **Catalog course description:** This course is designed to provide graduate students in college student affairs with practical working experience in which they work in an area of student affairs. Students will be supervised by a professional working in an area of student affairs along with the course instructor. Through course assignments, discussions, and interactions with professionals in the field students will become familiar with the functions of various careers in college student affairs.
9. **Course attributes:**
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active
10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research ☐
Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: X
- Mode(s) of Delivery:**
☒ Face to Face ☒ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction (60/40)
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
12. **Equivalent course(s):** None.
 - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** None.
 - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
 - b. Minimum grade required for the prerequisite course(s)? ☐
 - c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No
 - d. Who may waive prerequisite(s)?
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): None.

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student

b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: ☐ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions: None.

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ☐ No ☐ Yes, Explain if yes _____

21. Community college transfer: None.

☐ A community college course may be judged equivalent.

☐ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of College Students Affairs

☐ Course is required for the minor(s) of _____

☐ Course is required for the certificate program(s) of _____

☐ Course is used as an elective

2. **Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5880 – Supervised Experience in Student Affairs

- 2. Catalog description:** This course is designed to provide graduate students in college student affairs with practical working experience in which they work in an area of student affairs. Students will be supervised by a professional working in an area of student affairs along with the course instructor. Through course assignments, discussions, and interactions with professionals in the field students will become familiar with the functions of various careers in college student affairs.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving

4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Recognize the importance of reflection on personal, professional, and ethical development. (PEF)	3
b) Integrate knowledge of social justice, inclusion, oppression, privilege, and power into one's practice. (PEF)	1, 3
c) Identify ethical issues in the course of one's job. (PFF)	3
d) Identify the challenges associated with balancing personal and professional responsibilities and recognize the intersection of one's personal and professional life. (PFF)	1, 3
e) Identify one's primary work responsibilities and with appropriate, on-going feedback, craft a realistic, summative, self-appraisal of one's strengths and limitations. (PFF)	1, 2, 3
f) Learn and articulate the principles of professional practice.(VPH)	1,2
g) Explain how job descriptions are designed and support overall staffing patterns in one's work setting. (OHR)	1
h) Recognize how networks in organizations play a role in how work gets accomplished. (OHR)	1, 3
i) Articulate the vision and mission of the primary work unit, the division, and the institution. (L)	1, 2

4. Course materials.

Cooper, D., Saunders, S., Winston, R., Hirt, J., Creamer, D., & Janosik, S. (2015). Learning

through

Various handouts provided by the instructor.

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Discussion of materials and internship sites. Introduction of mentors and professional standards.	150 Minutes	
2	Internship week discussion; Starting the internship and understanding the supervisor/internship relationship.	150 Minutes	Chapter 1-2

3	Internship week discussion; Understanding the ethical profession.	150 Minutes	Chapter 5
4	Internship week discussion; Principles of good practice.	150 Minutes	Principles of Good Practice
5	Internship week discussion; The Professional and Personal Lives of Student Affairs Professionals.	150 Minutes	Readings on D2L
6	Internship week discussion; Professional Balance/Guest Panel.	150 Minutes	
7	Internship week discussion; Understanding our History.	150 Minutes	Readings on D2L
8	Internship week discussion; Professional Competencies.	150 Minutes	Readings on D2L
9	Internship week discussion; Problem solving.	150 Minutes	
10	Internship week discussion; Theoretical Perspectives.	150 Minutes	Readings on D2L
11	Internship week discussion; Evaluating the Supervised Experience.	150 Minutes	Chapter 4
12	Internship week discussion; Log review	150 Minutes	
13	Internship week discussion; What it Means to be a Student Affairs Professional.	150 Minutes	
14	Internship week discussion; Putting Closure on the Internship Experience.	150 Minutes	
15	Internship Showcases.	150 Minutes	
16	Internship Showcases.	150 Minutes	

6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Classroom Participation/Discussion	10%
Internship Logs	10%
Professional Interview	15%
Principles of Good Practice Review	30%
Professional Competency Reflection	15%
Internship Showcase	20%

Classroom Participation/Discussion: Students will be expected to contribute actively and positively to the small and regular class discussions. Actively engaging in discussion about ideas and concepts is one way of

learning new material and considering your position with regards to those ideas and concepts. Participation in the class is designed to help you develop your verbal and listening skills by encouraging active involvement in the learning process.

Internship Logs: Reflection is one of the key competencies expected of professionals working in student affairs. Through this course there are two opportunities for reflection and feedback. The first is through the weekly internship logs. The second involves weekly meetings with an internship mentor.

Professional Interview: The purpose of this project is to help students understand what led the professional into the student affairs field and to get an idea of how professionals balance what they do with research and trends in the field.

Principles of Good Practice Review: This is designed to help students for students to assess their internship sites. Interns in conjunction with their supervisors will identify the area(s) to include in the assessment and proceed through the document.

Professional Competency Reflection: ACPA/NASPA professional competencies have become increasingly important to professionals working higher education. These competencies will play a greater role in the work you do as you enter and advance through our career. This reflection is designed to help students understand the role of formal competencies in student affairs and how they develop throughout their professions.

Internship Showcase: Much of the work of professionals in student affairs involves action. Work involves interacting with people, engaging with people, and being with people. On the other side of work, there is writing and providing evidence of what you do. This showcase is designed to allow students to verbally articulate their personal philosophy of student affairs work and to provide evidence of the work you did this semester.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Classroom Participation/Discussion	a - i
Internship Logs	a, e, h
Professional Interview	a, d, f, h, i
Principles of Good Practice Review	a, b, c, f, g, h, i
Professional Competency Reflection	a, b, c, e, f
Internship Showcase	a, e, g, i

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee: 4/23/18

Date approved by the Honors Council (*if this is an honors*

***course*): Date approved by CAA: CGS: May 1, 2018**