

Eastern Illinois University  
**REVISED COURSE PROPOSAL CSD 5880**  
**Supervised Experience in College Student Affairs**

**Please check one:**       New course     Revised course

**PART I: CATALOG DESCRIPTION**

1. **Course prefix and number, such as ART 1000:** CSD 5880
2. **Title (may not exceed 30 characters, including spaces):** Supervised Experience in CSA
3. **Long title, if any:** Supervised Experience in College Student Affairs
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:**     Fall      Spring     Summer     On demand
6. **Initial term of offering:**     Fall     Spring       Summer    Year: 2013

**7. 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.

**8. Registration restrictions:**

**a. Equivalent courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.    \_\_\_ Yes    X No

**b. Prerequisite(s):**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None.
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  
 \_\_\_ Yes    X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

\_\_\_ No one    \_\_\_ Chair    \_\_\_ Instructor    \_\_\_ Advisor    \_\_\_ Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one): None

**e. Repeat status:** \_\_\_ Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:  
Undergraduates

9. **Special course attributes:** None

10. **Grading methods** (check all that apply):  **Standard letter**  C/NC  Audit  ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

lecture  lab  lecture/lab combined  independent study/research

internship  performance  practicum or clinical  study abroad

Internet  hybrid  other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

1. **List the student learning objectives of this course:**

a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

Through readings, lecture, assignments and active class participation, students will

- a) utilize reflection to make meaning from the supervised experience.
- b) apply their own cultural perspective and knowledge with specific and relevant diverse issues on campus.
- c) identify ethical issues and describe ethical statements and personal foundational principles relevant to their supervised experience.
- d) model the principles of the profession and communicate the expectation of the same from colleagues and supervisees.
- e) explain how job descriptions are designed and support overall staffing patterns in the supervised experience setting.
- f) recognize how networks in organizations play a role in how work gets done and are able to develop alliances toward completing tasks.
- g) identify their strengths and weaknesses, personal values, histories, and perspectives as they perform during their supervised experience and seek opportunities to develop leadership skills.
- h) identify their primary work responsibilities and with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of their strengths and limitations.
- i) articulate the vision and mission of the work unit, the division, and the institution.
- j) apply theories and models that facilitate holistic development.

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Learning Goals	Objectives
• Depth of content knowledge	a - j
• Effective critical thinking and problem solving	b, c, f, g,
• Effective oral and written communication	a, e, g, h, i, j
• Advanced scholarship through research or creative activity	

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. utilize reflection to make meaning from the supervised experience.	Supervised Experience Log; Ethics Reflection Paper Self-assessment of personal and professional growth; Internship Showcase
b. apply their cultural perspective and knowledge with specific and relevant diverse issues on campus.	Supervised Experience Log; Student Services Analysis; Self-assessment of personal and professional growth; Supervised Experience Showcase
c. identify ethical issues and describe ethical statements and personal foundational principles relevant to their supervised experience	Supervised Experience Log; Ethics Reflection Paper; Student Services Analysis

d. model the principles of the profession and communicate the expectation of the same from colleagues and supervisees	Supervised Experience Log; Ethics Reflection Paper; Student Affairs Professional Interview
e. explain how job descriptions are designed and support overall staffing patterns in the supervised experience setting.	Supervised Experience Log; Supervised Experience Site Visit; Student Affairs Professional Interview; Supervised Experience Showcase
f. recognize how networks in organizations play a role in how work gets done and are able to develop alliances toward completing tasks	Supervised Experience Log; Student Affairs Professional Interview
g. identify their strengths and weaknesses, personal values, histories, and perspectives as they perform during their supervised experience and seek opportunities to develop leadership skills	Supervised Experience Log; Supervised Experience Site Visit; Student Affairs Professional Interview; Self-assessment of personal and professional growth; Supervised Experience Showcase
h. identify their primary work responsibilities and with appropriate, ongoing feedback, craft a realistic, summative self-appraisal of their strengths and limitations	Supervised Experience Log; Supervised Experience Site Visit; Self-assessment of personal and professional growth; Supervised Experience Showcase
i. articulate the vision and mission of the work unit, the division, and the institution	Supervised Experience Log; Student Services Analysis; Supervised Experience Showcase
j. apply theories and models that facilitate holistic development	Supervised Experience Log; Student Services Analysis; Student Affairs Professional Interview

**Class attendance and participation (5%)**

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering one’s position with regard to those ideas and concepts.

**Supervised Experience Logs (20%)**

Students are to maintain a log of activities that describe supervised experiences and events. Library research time and attendance at professional conferences sessions are examples of legitimate time use which can be counted in the minimum total of 120 clock hours required to complete the supervised experience. Log entries should be made after each period of work at the site. Following the log example provided in class, the entry should include a narrative description of the activity, the time spent, one’s role in the activity, and one’s interpretation of the event. Students should also reflect on and analyze personal and professional growth or insights as part of each activity.

**Supervised Experience Site Visits (5%)**

The CSD 5880 instructor will conduct individual meetings with students near the end of the semester. The meeting will be at the supervised experience site and include the supervisor. These sessions will allow the instructor to gain firsthand feedback about student progress in the supervised experience. In addition to the site visit the student will complete a mid-term self-reflection and final evaluations completed by student and site supervisor

**Ethics Reflection Paper (15%)**

Student will identify an ethical dilemma in the supervised experience site (real or possible) and fully describe the situation and ways it could be resolved using ethical guidelines provided by various professional organizations.

**Student Service Analysis (20%)**

Students will conduct a *Student Service Analysis* for improving student support. They should identify ethnic/gender/affectation diversity and cross-cultural populations that may be under or over served in the supervised experience setting. In addition to a paper submitted addressing the above topics, students will be expected to make a 5-10 minute presentation to classmates.

**Student Affairs Professional Interview (10%)**

Students will ask a professional working at their supervised experience site to attend class and be interviewed. Questions for these interviews will be developed in class and each student will be expected to ask the same questions when they meet with the professional. The purpose of this project is to understand what led the professional into student affairs work, and how professionals balance what they do with research and trends in their field. At the conclusion of the interviews students will complete a 3-5 page reflection paper.

**Self-Assessment of Personal and Professional Growth (20%)**

Students will create a document describing their personal and professional growth as a result of their supervised experience. This self-evaluation paper should (1) describe the overall experience, (2) project(s) undertaken, (3) what was learned (or not learned), (4) what skills were enhanced or developed, (5) what theory/research is most useful for the type of agency, and (6) any other topics considered pertinent to the supervised experience. Citations from the course readings should be included. The report should be no longer than 6 pages in length.

**Supervised Experience Showcase (5%)**

As part of the supervised experience, students will complete various projects and have an opportunity to get involved in different ways at the site. The showcase is a way for students to share their experiences with classmates and the instructor. All supervisors will be invited to attend the showcase. Students will be graded on participation, creativity, and information shared.

**3. Explain how the instructor will determine students' grades for the course:**

Grades will be based on the following criteria:

Class Attendance and Participation	5%
Supervised Experience Logs	20%
Supervised Experience Site Visits	5%
Ethics Reflection Paper	15%
Student Services Analysis	20%
Student Affairs Interview	10%
Self-Assessment of Personal & Prof. Growth	20%
<u>Supervised Experience Showcase</u>	<u>5%</u>
Total	100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A
- a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - b. Describe how the integrity of student work will be assured:
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
- a. course objectives;
  - b. projects that require application and analysis of the course content; and
  - c. separate methods of evaluation for undergraduate and graduate students.
6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

**Outline of the Course: 15 weeks of 150 minutes in class meetings.**

<b>Week</b>	<b>Lecture Topic</b>
1	Introduction and Discussion of Professional Standards and Learning Outcomes.
2	Starting the Supervised Experience and Completing Contracts.
3	Understanding the Supervisor/Intern Relationship.
4	Professional Ethics and Student Development.
5	Theory Application in the Supervised Experience Site.
6	Theory Application in the Supervised Experience Site.
7	Evaluating the Supervised Experience
8	Site Visits
9	Organizational Structures within the Supervised Experience Site and Institution.
10	Guest Speakers – Student Affairs Professionals.
11	Student Services Analysis Project Presentations.
12	Site Visits
13	Professional Competencies, Credentialing and Getting Involved in Professional Organizations
14	Student Affairs Interviews Discussion
15	Site Visits

## **PART IV: PURPOSE AND NEED**

### **1. Explain the department's rationale for developing and proposing the course.**

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.** N/A
- b. **If the course or some sections of the course may be technology delivered, explain why.** N/A

### **2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

### **3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.** None at graduate level
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

### **4. Impact on Program(s):**

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**  
Required for graduate students admitted to M.S. in College Student Affairs.

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.** N/A

## **PART V: IMPLEMENTATION**

### **1. Faculty member(s) to whom the course may be assigned:**

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

Qualified Graduate Faculty in the Department of Counseling and Student Development.

**2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

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

Supplemental Materials as Assigned.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

N/A

**PART VII: APPROVALS**

**Date approved by the department or school: 1/23/13**

**Date approved by the college curriculum committee:**

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

**Date approved by CAA: CGS:**

\*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing



requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counscr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablt/>

**581-6583**