Eastern Illinois University
Course Proposal
CSD 5880 -- Internship in Student Affairs

1. Catalog Description

Course number: CSD 5880
Title: Internship in Student Affairs
Meeting times and credit: Arr.-Arr. 3 to 6
Terms to be offered: Fall, Spring
Short Title: Internship SA
Course description: Supervised experience in all services normally considered a part of student affairs work. Students must enroll for 3 semester hours for two consecutive semesters. A maximum of 6 hours of internship may be applied to the degree.
Prerequisite: CSD 5700 or permission of the department chair.

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

a. relate student development theories to practice in a specific environment.
b. identify the relative position of the office in relation to the overall administrative structure of the institution.
   i. name the reporting structure for the office administrative leader (Dean, Director, Supervisor, etc.)
   ii. explain the nature of the office staff's responsibilities.
   iii. describe how the office is organized to attain its stated administrative function.
c. describe the nature of the student clientele served by the office/agency and indicate which segments of the student clientele are being served/not served given the mission of the office's programs and facilities.
d. 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.
   ii. use the CAS Standards for Student Services Programs in Higher Education for guidance.
e. provide the office/agency with an internship report, which can be used by the office/agency personnel to carry out its administrative function within the institution's mission.
   i. provide the office/agency with media/material/data that would not be available for the office/agency to carry out its mission within the institution.
   ii. include with the project an ERIC/Internet Search of the professional literature in a selected topic area covering the prior five years.
f. 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.).
g. identify national, state, regional and local professional associations and publications associated with the specialty area of the internship.
**Instructional Model:**
This course will use a problem solving approach to teaching. Instructional activities will include dialogue with class members, individual and group practice on student affairs data systems, problem finding and problem solving. Discussion, case study, inquiry and cooperative learning are instructional methods that will be used. Students will be responsible for careful reading of the assigned materials and out-of-class practice in the use of technology so that informed discussion can take place.

**Learning Model:**
This graduate level course will use both the experiential and constructivist information-processing model of learning. Students will be expected to reflect on the readings, classroom discussion, and out-of-class work to develop their understanding of the professional practice of student affairs.

3. **Outline of the Course**

**Assessment:**
Students will complete 120 hours of on-site internship experience and thirty hours of in-class instruction and reflection on their internship experiences. The site and supervisor must be approved by the course instructor prior to final arrangements for the internship. Each student, in conjunction with his/her internship supervisor, will develop an internship contract detailing the duties and responsibilities of the student at the internship site. Daily Logs of internship experiences will be kept which facilitate the student to develop critical analysis and reflective judgment skills.

In addition, students will complete several out-of-class assignments designed to encourage critical analysis and reflective judgment of common issues encountered at work sites, such as ethical dilemmas, interaction with students and staff, multicultural understanding and professional boundary issues. At the completion of the course, students will prepare a portfolio of all documents they have acquired dealing with the site that is suitable for display purposes to a prospective employer. At the beginning of the portfolio will be a course summary reflective analysis paper explaining what the student has learned from the internship experience in terms of personal and professional growth.

First semester students will complete all assignments from the perspective of their interactions with students. Second semester students will complete all assignments from the perspective of their interactions with other professional colleagues, faculty, and administrators.

Course grades will be based upon the prompt completion of course assignments and internship log sheets. Marking will be done using the following weighting scheme:

- Log Sheets: 20%
- Reflective Judgment Assignments: 30%
- Internship Portfolio: 30%
- Course Summary Paper: 20%
Course Outline:
a. Introductions: who we are and what we will be learning. (1 week)
   Discussion of syllabus, text(s), assignments, and internship sites.

b. How did you get here from there? The Living Rainbow: (1 week)
   Themes and experiences from our own college student development.

c. Professional Ethics and Student Development (1 week)

d. It's not White, Middle Class, and Male anymore: The variety of
   American College Students (1 week)

e. Seven Vectors of Development in Staff and Students (1 week)

f. "Border Pedagogy: Reshaping Our Ideas of Teaching and
   Learning" (1 week)

g. Case Consultations (1 week)

h. Theory to Practice: Application of Chickering's Developmental
   Vectors to students and internship sites. (1 week)

i. Checking the State of Ethics in Student Affairs Practice (1 week)

j. Faculty/Student Affairs Collaboration (1 week)

k. Instruments to appraise student development. (1 week)

l. Your Supervisor, Contemporary Campus Cultures and Student
   Development (1 week)

m. Theory to Practice: Reports of Internship Projects (2 weeks)

n. Reflections on the internship experience: self-assessments of
   progress (1 week)

4. Implementation
a. Faculty member to whom the course may be assigned:
   Dr. Charles Eberly will alternate teaching this course with the department's new full
   time faculty position.

b. Specification of any additional costs to students:
   No additional costs to the students.

c. Text and supplementary material to be used, including publication dates:

   Press of America.
d. Term to be first offered:
   The course will first be offered in Fall, 2001.

5. **Rationale**
   a. Purpose and need:
      The proposed revisions in the curriculum of the Eastern Illinois University college student affairs master's program follow the recommendations of an External Review carried out in 1999 using the Council for the Advancement of Standards in Higher Education criteria for pre-service preparation programs in college student affairs.

   b. Justification of the level of the course and a list of all prerequisites:
      This course will be offered to student at the graduate level. This course will meet the Council for the Advancement of Students in Higher Education (CASHE) Standards based on external review recommendations.

   c. Similarity to existing courses and/or effect upon programs in other departments:
      This new course is not redundant with offerings in other departments.

   d. Requirement or elective:
      This course will be offered as a requirement for the Master of Science in College Student Affairs.

6. **Community College Transfer**
   A community college course will not be judged equivalent to this course.

7. **Date approved by the Department:** September 27, 2000

8. **Date approved by the College of Education and Professional Studies Curriculum Committee:** October 9, 2000

9. **Date approved by the CAA:** NA

10. **Date approved by the CGS:** November 28, 2000