

Syllabus: 15:245:605 Internship Seminar
College Student Affairs
Fall '14

Instructors:

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All sections meet September 2, 2014, Tuesday, 9-11:40 AM in 124 GSE

Section 01: Herman in GSE 314; Section 02: Diamond in A215 Lucy Stone Hall; Section 03: Koenick at 3 Bartlett Street; and Section 04: Sanon-Jules in 347 GSE. All sections meet 9-11:40 AM on the following additional dates: September 16 and 30, October 14 and 28, November 11 and December 2.

CATALOG DESCRIPTION:

The Internship Seminar provides professionally supervised, consistent, and comprehensive exposure to the administrative roles and functions of student affairs offices. The internship involves direct service to students and is designed to assist the intern to learn how a functional area is organized and accomplishes its role. Students will enroll in this seminar during their first semester of the program.

The seminar is designed to integrate supervision and coursework and will be supervised by faculty and internship site supervisor.

LEARNING GOALS:

1. Integrate professional knowledge and skills to a “real world” setting
2. Gain new knowledge.
3. Practice specific skills required to work successfully in the field, such as advising, assessment, planning and evaluation. interpersonal , organizational and communication skills will also be practiced.
4. Gain an overview of the day-to-day operations of a higher education or student affairs unit and an understanding of a variety of professional roles and functions in student affairs.
5. Provide service to the unit.
6. Strengthen a personal philosophy and commitment to student affairs work.
7. Provide an opportunity to explore career options.

ACADEMIC INTEGRITY:

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf

CONFIDENTIALITY:

This course is a small group discussion related to personal and professional development and connected to professional colleagues around the University and beyond. As such, the discussions in this course and journal submissions are considered confidential. You are expected to maintain that confidentiality by not disclosing any personally identifiable information or discussions that take place in the course/seminar. (see ACPA, NASPA and CAS statements for further explanation.)

DISABILITY:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

ATTENDANCE:

Students are expected to attend all scheduled seminar sessions and be prepared to discuss the topic scheduled for the day, including assigned readings. You must sign in each class and if you do not sign in, it means you are not in class.

ELECTRONICS:

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

READINGS:

The following readings will be provided:

Whitt, E. J. . Don't drink the water: a guide to encountering a new institutional culture. *Journal of College Student Development*, 46, 516-523.

Barr, M. J. . (1993). *The handbook of student affairs administration*. San Francisco, CA: Jossey-Bass.

Deresiewicz, W. (2011, May 23). Faulty towers. *The Nation*, 27-34.

Since much of the discussion in the seminar will be related to your experience in the field, discussions are to be considered confidential.

WEEKLY MEETING WITH SITE SUPERVISOR:

You should have regular meetings with your Internship supervisor. Ongoing communication with your Internship supervisor is critical to the learning experience. This is a time to review progress made on assigned activities along with processing observations and reflections about the Internship experience.

CLASS ASSIGNMENTS:

Journal.

The Journal is designed as a formal place for students to process, analyze and critique their experiences in the Internship. The Journal will be submitted six times during the semester, one week prior to each scheduled seminar beginning on September 9. It will be read only by the seminar instructor. The Journal is considered confidential and will not be shared with other students or site supervisors. Suggested areas for comment in the Journal include:

1. Experiences that have contributed to the development of your professional identity.
2. Reactions to the seminar—positive and negative aspects, ideas for improvement.
3. Various supervisory/ leadership styles you have observed, relative effectiveness of the styles; reflections and implications of your preferred supervisory/ leadership style (can you identify it?). What are you learning about the style you prefer and why?
4. Comments about the strengths and weaknesses in your own administrative and organizational skills. Areas where you believe you need to improve or have noted improvement.

5. Organizational values you observe being demonstrated in the organization where you work; consistency between espoused organizational values and practice. Identification of critical organizational values you seek in an organization.
6. Identifying frustrations and/or obstacles hindering your attainment of goals in the Internship; sharing of successes experienced in the Internship.
7. Anticipated transitions you will face from being a graduate student to a full-time professional.
8. Information you are gathering to clarify your own career goals and interests.
9. Observations on areas of your own expertise, qualities and skills you possess that will allow you to make significant contributions in the field; areas warranting your attention for further development.
10. Examples of ways in which the knowledge you have obtained in your academic program serves to guide and direct your work activities.

Not all areas need to be included in each submission. A submission could focus on only one of the items listed.

The Journal should also include a log of how time is spent during your Internship.

FOR YOUR LAST JOURNAL SUBMISSION, here are a set of questions that are different from those you were asked to respond to in previous journals. You can use these questions as a guide. You need not answer all, just the one or ones that strike you as having the most personal significance.

How has your perception of what student affairs is all about changed over the past semester?

What is the most significant thing you learned this semester?

In what way(s) have you personally changed over the past semester? Are these changes (change) positive or negative, or both?

Has the semester given you the opportunity to assess your strengths and weaknesses as a professional? How so?

What would be the most significant piece of advice you would give to a member of the entering 2015 cohort, and why?

EVALUATION AND GRADING PROCESS:

Each student should seek feedback from his/her supervisor on an ongoing basis. A formal evaluation process will occur at the end of the semester. The form for this evaluation is on the <http://csafieldexperience.weebly.com/index.html> web site and should be completed by the site supervisor and returned to the instructor by the student by the last day of classes in the semester (Wednesday December 10).

The grading system for this course is pass or no credit. Students will pass the course if they have satisfactorily completed each assignment for the seminar with a passing grade. Lack of professionalism at the Internship site or in the seminar is grounds for a grade of no credit in this course. The standards are consistent with what one would find working as a full-time professional. Sample behaviors that demonstrate a lack of professionalism include: consistently being late or absent from either your site or seminar, failure to complete assignments in a timely manner, poor communication with your supervisor or seminar instructor, inadequate interpersonal skills.

TENTATIVE CLASS SCHEDULE:

CLASS ONE

- Review syllabus and assignments
- Review instructor's role--including what happens if something goes wrong and discussions on what you are learning.
- Student expectations and role.
- Review purpose, schedule, and instructions for student led discussions
- Review purpose of journals

Organizational culture

Elements of organizational culture--what to look for? Why is an assessment of organizational culture important?

Successful entry into a new organization--what should you consider?

Introduction of CAS standards.

Introduction of ACPA-NASPA Professional Competency Areas For Student Affairs Practitioners

Review process for Spring 2015 Field Experience selection and placement.

Wrap Up

Assignment for the second class:

1. Review the following with your site supervisor:
2. "Evaluation of Internship/Field Experience Student" form
3. The seminar syllabus.
4. Obtain a copy of the mission statement, goals and objectives for the year, organizational chart for the unit/department. Have a discussion with your supervisor about these materials. Also discuss what are the critical organizational values espoused, the degree of consistency in which these values are acted upon (e.g. ask for examples for values acted upon and those not acted upon). If you covered these materials in training or have these materials from training you can consider this area complete.
5. Develop a set of questions that could be used for a cultural audit and be prepared to discuss in class

6. Read NASPA and ACPA statements on Ethical Behaviors. Consider how they might be relevant to where you work. (available on csafielddexperience site)
7. Read the Elizabeth Whitt “Don’t Drink the Water.”

CLASS TWO

Issues to be covered:

Relevant ethical issues you may confront unique to your Internship site.

Sharing of site experiences

Discussion topics

Cultural audit questions.

What areas are of particular interest. What does your intuition tell you about consistency/inconsistency between espoused and enacted values?

Discussion of Whitt article included in this topic.

Assignment for third class:

Continue and complete cultural audit. Come prepared to discuss salient aspects of culture and strategies to assess (e.g. effective interview questions; informal observations; what do mission statements, annual goals and objectives, organizational charts tell us and fail to tell us).

CLASS THREE

Issues to be covered:

Sharing of site experiences

Discussion topic--Organizational culture (continued)

Identification and manifestation of the values, basic assumptions, and beliefs of the department in which you work.

Exploration of the professional values that guide you in your professional activities .

Effective strategies for assessing organizational values and operating assumptions.

Discussion of findings and insights from cultural audit process.

Assignment for the 4th class:

Discuss with your supervisor sample ethical dilemmas that surface in this functional area that an entry level professional may have to face. Prepare and bring a 1-2 page ethical case study which applies to your unit for class discussion. Bring enough copies for classmates and instructor. Be prepared to lead a class discussion about your case study.

CLASS FOUR

Issues to be covered:

Sharing of site experiences

Ethical Case Study

As a result of your experiences in this site and/or discussions with your supervisor, develop a one page case study that examines some complex ethical dilemma(s) that you might face in this particular unit. The case study should both challenge your peers to consider how to behave in an ethical manner and teach them about your functional area. Make enough copies for the seminar group and be prepared to lead the class in a discussion as they sort through how to handle the challenges you present. 10-15 minute discussion

Assignment for 5th class:

Read:

Barr, Margaret J. "Becoming Successful Student Affairs Administrators"

Discuss staff evaluation with your supervisor. Ask for copies of forms if available and how they evaluate.

CLASS FIVE

Issues to be covered:

Sharing of site experiences

Discussion of Barr article

Discussion of staff evaluation.

Assignment for class six:

Review the CAS Standards for your respective functional area. Discuss with your supervisor how these standards are met or not met in your agency. (Standards on reserve in Alexander Library.) Many offices have copies of the standards. If there are no standards for your Internship area, obtain a copy of the general standards and use them in a discussion with your supervisor.

CLASS SIX

Issues to be covered:

Sharing of site experiences

CAS Standards:

How are the CAS Standards used in your functional area?

In what ways does this functional area meet the Standards; what standards are not met.?

Assignment for class seven:

Note new questions for journal submission.

Read Deresiewicz article "Faulty towers"

CLASS SEVEN

Issues to be covered:

How can you use what you have learned this semester?

How do you see the future of Student Affairs?