

Fall 2016
Internship Seminar, 3 credits
15:245:605:03, Scott 115

All sections meet September 6, 2016, Tuesday, 9-11:40 AM in 124 GSE. Sections then meet Tuesday mornings, 9-11:40 am on September 13 and 27, October 11 and 25, November 8 and 29, and December 13

Instructor: Dr. Lisa Sanon-Jules	Email: Lisa.sanonjules@rutgers.edu
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Office Hours: by Arrangement	Prerequisites or other limitations: N/A
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from instructor

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.

Corresponding ACPA/NASPA Professional Competencies (2015):

The varied field experience positions allow for growth in ACPA/NASPA Professional Competency Areas of Student Affairs Practice.

<http://csafieldexperience.weebly.com/standards-and-ethics.html>

1. Personal and Ethical Foundations
2. Values, Philosophy, and History
3. Assessment, Evaluation, and Research
4. Law, Policy, and Governance
5. Organizational and Human Resource
6. Leadership

7. Social Justice and Inclusion
8. Student Learning and Development
9. Technology
10. Advising and Supporting

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 Course catalog description:

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 14).

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

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.

Schwartz, Barry, What Learning How To Think Really Means, The Chronicle, June 18, 2015

Academic Integrity Policy:

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 https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

Office of Disability Services:

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>.

ASSIGNMENTS:

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 2016 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:

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.?

For this class you should be prepared to list what you think are the five greatest issues facing higher education in the next five years. The class will compile this list and

come up with the top five. Each student will be assigned one of the five to research and be prepared to discuss in the next class session.

Assignment for class seven:

Read: Schwartz, Barry, What Learning How To Think Really Means, The Chronicle, June 18, 2015

Be prepared to discuss five biggest issues facing higher education.

CLASS SEVEN

Issues to be covered:

Discussion of five biggest issues facing higher education.

Assignment for class eight:

Note new questions for journal submission.

Read Deresiewicz article “Faulty towers”

CLASS EIGHT

Issues to be covered:

How can you use what you have learned this semester?

How do you see the future of Student Affairs?