**HIED 7920: Internship**

Auburn University - College of Education

Department of Educational Foundations, Leadership, & Technology

Fall 2022

**Class Time:** Online

**Location**: Online

**Instructor:** Nekita Tingle, Ph.D.

**Contact information**: ndt0004@auburn.edu

**Office Hours:** By appointment

**Course Description:** This course provides supervised experiences in a setting appropriate to the student’s projected career aspirations and areas of specialization.

**Course Objectives:** Students participating in this course will be able to:

1. Experience the professional practice of a student affairs functional area.
2. Integrate theoretical knowledge with professional student affairs practice.
3. Demonstrate an understanding of professional organization and association ethical standards relevant to the practice of student affairs.
4. Enhance professional self-awareness, especially with respect to identifying unique skills and personal limitations related to student affairs work.
5. Develop skills related to career advancement in student affairs.

**Required Texts:**

No required texts.

**Course Policies and Procedures**

Online Learning is self-directed learning. It requires a high level of responsibility, dedication and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress and your own grade. To succeed, you need to log into the course regularly to check announcements, participate in discussions and access course content.

**Responding to email.** I check my email daily and respond to course related questions within 24–48 hours. Please be patient when waiting for a response. While you may send one email, I must respond to several each day.

**Assignments.** Assignments are due in Canvas as indicated in the syllabus and the course calendar. Assignments handed in after this time will be considered late. **Late assignments will not be accepted beyond three days past the original due date and will be assessed 1 point per day.** **Discussions cannot be made up**.

**Special Accommodations**. Students who need accommodations are asked to electronically

Submit their approved accommodations through AU Access and to arrange a meeting during

office hours the first week of classes. If you have not established accommodations through the

Office of Accessibility, but need accommodations, make an appointment with the Office of

Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Academic Integrity**. The University Academic Honesty Code will apply to this class. See also Student Policy eHandbook ([www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)) for rules on academic honesty. Proper citations must be used when including information from online and print resources. Failure to provide appropriate citations constitutes a violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. **Violations of the Auburn University Academic Honesty Code will be treated according to university** **policy**. Rewriting and resubmission is not an option. You may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of HIED 7920.

**Internship Student Responsibilities**

1. **Identify an appropriate practicum site and supervisor prior to the semester in question.**An appropriate internship site offers students an opportunity to experience hands-on work within a student affairs office or a related work environment. During the internship selection process, students are encouraged to build their professional profiles by seeking out opportunities different than their past/current GA or job experience.
2. **Develop, discuss, and agree upon a Learning Contract with the site supervisor.**  This contract should include the details, goals, and plans for your internship.
3. **Fieldwork.** Spend a minimum of 150 hours working at your internship site during the semester in question.
4. **Site supervision**: Receive a minimum of one hour of face-to-face check-ins with your site supervisor each week during the semester that you are completing your 150 hours.
5. **University supervision**: Actively participate in the internship group supervision online class discussions.
6. **Evaluation of professional experience and supervision:** As assigned, obtain evaluations of your professional development and work by your site supervisor(s).

**Course Tasks and Assignments**

1. Fieldwork
   1. **Initial Learning Contract**. In order to facilitate personalized learning outcomes, each student will design a document that illustrates the goals and objectives to be taken from their practicum experience. These goals and objectives should relate to the most current version of the ACPA/NASPA Professional Competencies for the area you are serving in. The document should include the following sections:
      1. Basic information such as Student Name, Supervisor Name, Supervisor’s email address, and Practicum Site
      2. Description of practicum site and an overview of the activities involved in the practicum.
      3. Rationale for selecting the practicum site in relation to broader career goals and aspirations.
      4. Personal goals and objectives as related to the ACPA/NASPA Professional Competencies
      5. Expectations of student for supervisor
      6. Expectations of supervisor for the student
      7. Proposed weekly schedule, including weekly meetings with supervisor
      8. Signatures of both student and supervisor
   2. **Final Learning Summary**. At the end of the practicum, each student will be expected to reflect upon their learning outcomes in a Final Learning Summary. The document should include the following sections:
      1. Evaluation of the learning outcomes related to the goals and objectives listed in the original Learning Contract
      2. Reflection on the evaluations of your professional development given by your internship and site supervisors
      3. Evaluation of your practicum site’s strengths and weaknesses for the development of student affairs competencies
      4. Overall evaluation of the strengths and weaknesses of the practicum course
2. Discussion Board
   1. **Initial Post**. Students are required to respond to the designated prompt in discussion board each week they are assigned. The format for each post will include the following:
      1. A quick mention of the practicum site and your role
      2. An overview of the **relevant** activities/experiences during your practicum as it relates to the assigned reading
      3. A short discussion of 2-3 practical insights from the article that will inform your practice as a student affairs practitioner
   2. **Response to peers**. Each student is required to respond to **two** of their colleagues each week discussions are assigned. The format for each post will include:
      1. A short description of why the point is of interest to the responder
      2. Insights or lessons learned by the responder from your colleague’s initial post
      3. 1-2 questions that challenge the author/class to deepen insights about the topic raised
3. Self-Awareness
   1. **Self-evaluation.** Each student will complete a thorough evaluation of their performance mid-semester, and give an overall inventory of their strengths and challenges as a practitioner.
   2. **Reflection on Practicum Site Supervisor Evaluation of Student.** Each practicum supervisor will be asked to submit a mid-term evaluation of your professional development. This feedback will be shared with you and you will provide a short (1-page) written reflection related to their feedback, specifically focused on how supervisors and student evaluations converged or diverged.
   3. **Weekly Journal.** Journal writing provides an opportunity to record observations about your experience, your readings, and your discussions with your field supervisor. Your journal will serve as a vehicle to tie all the pieces of the internship together as well as document what has been learned. Specific prompts for the journal can be found in Canvas.
4. Professional Development
   1. **Resume and Cover Letter.** Students will find an actual vacancy for a position in a functional area they would consider working in after graduating and will develop a resume and cover letter for the position. A complete assignment will include a copy of the job posting, and separate word documents of the resume and cover letter.

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| Fieldwork  Initial Learning Contract – 11 points  Final Learning Contract – 11 points | = 22 points |
| Discussion Board | = 25 points |
| Self-Awareness  Self-evaluation – 10 points  Reflection on practicum supervisor  evaluation – 10 points  Weekly Journal – 12 points | = 32 points |
| Professional Development | = 21 points |
| Total | = 100 points |

**Grading Scale**:

A = 90 – 100 Points

B = 80 – 89 Points

C = 70 – 79 Points

D = 60 – 69 Points

F = 59 Points and below

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| **Weekly Calendar** | | |
| **Date** | **Agenda/Topics** | **What’s Due** |
| Week 1: Aug. 16 – Aug. 21 | **Being a New Professional**  Harrison, D. F. (2017, October 23). *The role of higher education in the changing world of work*. Educause. | Discussion 1 |
| Week 2: Aug. 22 – Aug. 28 | **Being a New Professional**  Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. *NASPA Journal, 44*(2), 367-391. | Initial Learning Contract  Journal 1 |
| Week 3: Aug. 29 – Sept. 4 | **Mentorship and Student Affairs**  Hoffert, S. E., Brickner-McDonald, K., Bjellquist, C., & Lang, K. (2012). Graduate Colleague Mentorship: Meaningful Connections for Emerging Women in Student Affairs. The Vermont Connection, 33(1). | Journal 2 |
| Week 4: Aug. 29 – Sept. 4 | **Mentorship and Student Affairs**  Calhoun, D. W., & Taub, D. J. (2014). Mentor relationships for entry-level men in student affairs. Journal of Student Affairs Research and Practice, 51(2), 183–194. | Journal 3 |
| Week 5: Sept. 5 – Sept. 11 | **Setting Boundaries as a Professional**  Rodriguez, W., & Carpenter, A. (2022, April 8). *Loving your field enough to set limits*. Inside Higher Ed. https://www.insidehighered.com/advice/2022/04/08/people-who-work-higher-ed-must-set-professional-boundaries-opinion | Discussion 2  Journal 4 |
| Week 6: Sept. 12 – Sept. 18 | **Crafting Application Materials**  Higher Ed Jobs. (n.d.). *The do’s of writing a spectacular cover letter*. https://www.higheredjobs.com/career/CoverLetterDos.cfm | Journal 5 |
| Week 7: Sept. 19 – Sept. 25 | **Crafting Application Materials**  Lee, C. D. (2014, June 4). *The purpose and language of resumes*. Higher Ed Jobs.  Lee, C. D. (2014, July 2). Why you must have three resumes. | Resume  Cover Letter |
| Week 8: Sept. 26 – Oct. 2 | **Intentional Reflections: On the field, your performance, and your supervisor**  Johnson, J. (2009). Defining reflection in student affairs: A new culture of approach. *The Vermont Collection, 30*, 87-97. | Self-evaluation  *Evaluation due from supervisor*  Journal 6 |
| Week 9: Oct. 3 – Oct. 9 | **Intentional Reflections: On the field, your performance, and your supervisor**  Lee, S. & Branchaw, J. (2021, May 3). Pause, breathe, reflect, and reset. *Inside Higher Ed*. | Discussion 3  Journal 7 |
| Week 10: Oct. 10 – Oct. 16 | **Intentional Reflections: On the field, your performance, and your supervisor**  Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. *Journal of Student Development, 47*(4), 465-480. | Reflection of practicum evaluation  Journal 8 |
| Week 11: Oct. 17 – Oct. 23 | **Politics and Student Affairs**  Stewart, D. (2018, Nov. 8). *Refuting the politicization of student affairs work*. Inside Higher Ed. | Journal 9 |
| Week 12: Oct. 24 – Oct. 30 | **Politics and Student Affairs**  Herdlein, R., Kretovics, M., Rossiter, C., & Sobczak, J. (2011). A survey of senior student affairs officer perceptions of the role of politics in student affairs administration. *The New York Journal of Student Affairs, 11*(1), 37-64. | Discussion 4  Journal 10 |
| Week 13: Oct. 31 – Nov. 6 | **Politics and Student Affairs**  Wolf, J. (2018, Oct. 17). *Student affairs leaders lean left*. Inside Higher Ed. | Journal 11 |
| Week 14: Nov. 7 – Nov. 13 | **Social Justice and Student Affairs Praxis**  Karunaratne,N. D., Koppel, L., & yang, c. (2016). Navigating a social justice motivation and praxis as student affairs professionals. *Journal of Critical Scholarship on Higher Education and Student Affairs, 3*(1), 1-19. | Journal 12 |
| Week 15: Nov. 14 – Nov. 20 | **Social Justice and Student Affairs Praxis**  Peterson, B. (n.d.). Enacting social justice: The universal job duty in student affairs. *The Commission for Social Justice Education Blog*. | Discussion 5 |
| Week 16: Nov. 21 – Nov. 27 | **THANKSGIVING** |  |
| Week 17: Nov. 28 – Dec. 2 |  | Final Learning Summary |