**HIED 7920**

**Internship**

**Spring 2019**

**Course Instructor Information**

Crystal E. Garcia

Haley Center Room 4082

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# Office Hours

I am holding office hours on Tuesdays from 3:00 pm - 4:30 pm and Wednesdays from 1:00 - 2:30 pm (unless otherwise noted).I recommend pre-scheduling an appointment just to make sure I am not out of town or out of the office. You can make an appointment via the following:

calendly.com/cegarcia

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

# Course Information

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:** Haley Center Room 2196

We will meet the following Tuesdays from 5:00pm - 7:50 pm:

* January 15, 2019
* February 26, 2019
* April 16, 2019

**Prerequisites:** None

**Required Texts:**

*Required readings will be distributed by the professor or posted in the Files tab on Canvas.*

# Changes to the Syllabus

This syllabus was last updated on January 14, 2019. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

# Course Description

The purpose of the internship course is to provide opportunities for students to gain experience in a functional area within higher education and to put knowledge and skills learned during graduate coursework into practice.

# Course Objectives

1. Engage in approximately ten hours of internship activity each week to your assigned unit, applying knowledge and skills cultivated in coursework to practice;
2. Co-construct the internship experience planning form with the experience supervisor to identify learning objectives, potential tasks, and other professional expectations;
3. Maintain a journal of activities in the internship and develop a final reflection on highs, lows, and applicability of course content to experiences;
4. Develop a stronger understanding of job search essentials including aligning values with job searches and constructing and evaluating job search materials.

# Teaching Philosophy

As an instructor, my goal is to recognize and promote the shared roles among myself and my students in constructing meaning from course content, to construct engaging and relevant course assignments, to challenge my students to critically evaluate dimensions of higher education, and to continuously evaluate and improve my practices.

I believe the instructor and students share roles in constructing meaning within an educational setting (whether that be in a face-to-face or online setting). Therefore, classes will not involve long lectures in which I tell students what the “most important/pertinent” aspects of our readings are. I expect our class sessions to be based in dialogue in which we co-create knowledge. I also recognize that students come from diverse backgrounds and bring an array of personal and professional experiences with them to the classroom. Therefore my aim is to provide opportunities for dialogue and discussion whenever possible, recognize the value in experiential knowledge and skills that students bring, and encourage open and honest communication.

Assignments and Attendance

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a 10 point deduction.

# Course Policy Statements

## **Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability 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, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. 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).

**Basic Needs Accommodations:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

Not all students use their legal names or sex/gender assigned at birth, I am happy to use the name and/or pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

# Grading

**All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, 1-inch margins, using 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Abstracts are not required unless specified otherwise by the instructor. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Community Engagement 10%
2. Internship Experience Planning Form 5%
3. Internship Log 20%
4. Reflective Journals 25%
5. Internship Experience Reflection 20%
6. Mid-Semester Evaluation 5%
7. Final Evaluation 5%
8. Job Documents Submission 1 5%
9. Job Documents Revisions 5%

The following grading scale will be used:

90 – 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

# Assignments

**Community Engagement**

***Assignment Value***

Percent of total grade: 10%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

To cultivate a strong and supportive community in which all students can learn and be challenged.

***Assignment Description***:

There are two components to earning community engagement points:

1. Regular attendance and participation in the course is essential to a successful learning environment. Accordingly, I will keep track of attendance.
2. Participation in our course discussions. I will consider the following factors when evaluating your participation:

* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* presenting good examples of concepts being discussed
* building on the comments of others
* raising good questions
* being sensitive to your level of participation and making attempts to increase or decrease it as necessary
* being sensitive to the emotional impact of your statements
* considering and responding appropriately to others' comments
* while challenging the perspectives and ideas of peers with differing opinions and experiences is encouraged, attacking or devaluing the contributions of others are unacceptable for this class and are grounds for removal from the course at the discretion of the instructor.

Students may earn up to 100 points during each class period 50 points for attendance and 50 points for active discussion during class based on the above criteria. Points will be totaled and divided by the number of class meetings (not counting classes cancelled due to holidays, weather, or other circumstances) to reach a total grade for community engagement. Given that we only meet three times during the semester, unexcused absences will count as a 0 for the daily engagement grade. Excused absences per University policy must be discussed with me and alternative assignments may be given to make up missed points due to excused absence(s).

**Internship Experience Planning Form**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Friday, January 18

***Assignment Description***:

At the beginning of the experience, I will provide a guiding document for supervisors to discuss with the intern to establish expectations for the experience. This includes office hours, potential projects or tasks to complete, and any other professional expectations (office attire, etc.). Interns must complete this form with supervisors, both of which must sign the completed form. The forms will be submitted to Canvas.

**Internship Log**

***Assignment Value***

Percent of total grade: 20%

***Assignment Due Date***

Tuesday, April 30

***Assignment Description***:

Interns are expected to complete an average of 10 hours in the office they are placed in each week. We realize that tasks may ebb and flow, thus we leave it to the discretion of the supervisor and intern to make adjustments to the weekly times as long as the total hours completed averages to 10 per week.

Students will keep a log of work/time spent. You can construct this however you want (i.e. using Word, Excel, or some other mode). Do not get too caught up in charting every single minute that you spend on a particular task, but rather think about charting clusters of time. The following are the minimum requirements for the log: identify the task, time spent, date. Logs must be verified and signed by supervisors. Students and supervisors will determine the frequency of supervisor approvals on logs (weekly, biweekly).

**Reflective Journals**

***Assignment Value***

Percent of total grade: 25%

***Assignment Due Date***

Throughout the semester

***Assignment Description***:

Journal daily! If you are able to keep a small notepad near you during your experience that would be even better. There is no certain length required for your daily journal—it could be anywhere from a sentence to a couple of pages. You will submit these journals at the end of each week. While daily reflections may not be very in-depth, I expect weekly reflections to be at least one double spaced page in length. Keep in mind these will be helpful to you as you construct your final reflective paper. As you journal, consider not only the activities that you are engaging in, but also questions like:

* 1. How did the activity or task make you feel?
  2. Is this something you would like to continue doing?
  3. Did anything you experienced challenge you in particular ways?
  4. Did the activities cause you to reconsider preconceived notions or ways you have previously thought of the work?
  5. How do aspects of your identity and personal view of the world influence the way you approach your work?
  6. Have you noticed ways that social justice, equity and inclusion play a role in this setting?
  7. Would you do things differently in the future?

**Internship Experience Reflection**

***Assignment Value***

Percent of total grade: 20%

***Assignment Due Date***

Tuesday, April 30

***Assignment Description***:

At the conclusion of the internship experience students will construct a 5-7 page (double spaced) written reflection of their experience. Use the questions offered in the reflective journals assignment directions as a guide, but feel free to offer other insights or perspectives.

**Mid-Semester Evaluation**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Tuesday, March 5

***Assignment Description***:

Supervisors will complete a mid-semester evaluation of the interns to provide feedback regarding interns’ progress in the experience. These forms must be submitted to the course instructor.

**Final Evaluation**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Tuesday, April 30

***Assignment Description***:

Supervisors will complete a mid-semester evaluation of the interns to provide feedback on interns’ overall efforts within the experience. These forms must be submitted to the course instructor.

**Job Documents Submission 1**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Tuesday, February 26

***Assignment Description***:

Students will locate a job opening in an area they are interested in working in after graduation. They will submit a draft of a cover letter catered to the job opening they identify within their area of interest. Students will also submit a copy of their resume or cv.

**Job Documents Revised Submission**

***Assignment Value***

Percent of total grade: 5%

***Assignment Due Date***

Tuesday, April 16

***Assignment Description***:

Building from feedback provided by peers and the course instructor, students will submit revised drafts of their cover letter and resume or cv from job documents submission 1.

# Course Schedule

**January 15**

**\*Meet with internship class**

*Introductions, overview of internship experience, discussion of expectations*

* Assignments due: Internship Experience Planning Form due January, 18

**January 22**

Assignments due:

* Journal Week 1 due

**January 29**

Assignments due:

* Journal Week 2 due

**February 5**

Assignments due:

* Journal Week 3 due

**February 12**

Assignments due:

* Journal Week 4 due

**February 19**

Assignments due:

* Journal Week 5 due

**February 26**

**\*Meet with internship class**

*Discussion of internship experiences, professional values, job searching*

Assignments due:

* Journal Week 6 due
* Job documents submission 1 due by February 26 at 5pm CST

**March 5**

Assignments due:

* Journal Week 7 due
* Mid-Semester Evaluation due March 5

**March 12**

Spring break

* Journal Week 8 due

**March 19**

Assignments due:

* None

**March 26**

Assignments due:

* Journal Week 9 due

**April 2**

Assignments due:

* Journal Week 10 due

**April 9**

Assignments due:

* Journal Week 11 due

**April 16**

**\*Meet with internship class**

*Final reflections, extending notions of professionalism in the field, discussion of experiences*

Assignments due:

* Journal Week 12 due
* Job documents revised submission due by April 16 at 5pm CST

**April 23**

Assignments due:

* Journal Week 13 due
* Internship log due Tuesday, April 30
* Internship Experience Reflection due Tuesday, April 30
* Final Evaluation due Tuesday, April 30