

Seattle University
College of Education
Student Development Administration Program

COLLEGE ORGANIZING THEME: Preparing ethical and reflective professionals for
quality service in diverse communities.

SDAD Program Themes: Understanding Students, Understanding and Fostering
Diversity, Ethics and Values, and Environment and Culture.

Syllabus
SDAD 564-566: Internship in Student Development Administration
Fall 2012

Erin Swezey
Internship Program Coordinator/Core Faculty
Loyola 412
swezey@seattleu.edu
Office: (206) 296-2354 Fax: (206) 220-8546
Office Hours: Tuesdays, 3-5pm or by appt

Text and Course Materials:

McClellan, G.S., & Stringer, J. (Eds.). (2009). *The handbook of student affairs administration* (3rd ed). San Francisco: Jossey-Bass. (Selected chapters).

Course Description and Rationale: “Exposure to practice in student development through an on-site internship in a student development office or content area” (SU Graduate Bulletin). Students will critically reflect upon their internship experience as related to the SDAD program themes, SDAD learning outcomes (see p. 9 below), student’s goals and professional responsibilities as well as the integration of academic coursework, particularly SDAD 577 (Foundations) and SDAD 578 (Theory), completed to date. This reflection occurs through journal writing, classroom sessions and assignments, site visit, and a seminar presentation. The primary goal of this course is to enable graduate students to gain professional practice and to become reflective practitioners in the Student Development profession. The triad relationship between the graduate student, professional site supervisor, and university faculty coordinator supports the success of this internship experience and the student’s reflection.

Course Goals:

- To provide qualified students with **professional practice** in the day to day administration and operation of one or more areas of student affairs administration;
- To enable students to carry out responsibilities and projects requiring the use of administrative skills and demonstrating **competence in SDA Learning Outcomes**, under the guidance and leadership of their supervising administrators.

- **Goals (cont.)**
- To stimulate students to **integrate their academic coursework** with their professional internship experience by observing and/or applying **student development theories**, principles, and/or best practices within their institutional setting;
- To allow graduate students to explore different areas of student affairs and create a **professional network** within the field;
- To stimulate students to **discover and assess their interests and abilities** as they relate to different student development areas;
- To provide students with a classroom setting **to reflect** upon the integration of their academic coursework with their internship experiences;
- To assess students **professional and oral presentation skills** as imbedded in the seminar assignment and evaluated by peer colleagues.
- To encourage practicing administrators **to take an active role in the preparation of future college administrators**; and
- To make future administrators **sensitive to the need for creative leadership** in all types and levels of student affairs positions.

Course Requirements (a separate schedule of course activities will be provided):

- **Internship Application/Approval Form and Work Plans (3 objectives)** are due by **Friday, Sept 28, 2012**, if you did not submit during first class session.
- **Journal entries** are sent to instructor's e-mail **every two weeks**, particularly if you desire on-going comment/feedback. **A minimum of 4, one-two page journal entries per first 100 hours must be submitted in the format described (see descriptive page entitled "Journal Entries") to receive credit. For 200 hours, 6 journal entries are required. For 300, 8 journals.** All students are asked to write a journal reflection on the program theme, **Understanding and Foster Diversity**. **Supervision** is strongly encouraged to be the topic of one journal reflection (if you are completing 200 hours).
- **Class sessions** include the following dates and times:
Friday, September 21 3:00-6:00pm Orientation Loyola 202
Assignments due: Internship Application and Work plan, Pre-Class Reflections on program theme with most challenge or opportunity/summer internship, Chapters 4 (Kuh) 8 (Patton and Harper), and 13 (Laker and Davis) of McClellan and Stringer text, and review of syllabus.

Friday, November 2 3:00-6:00pm Integration Loyola 202
Reading:
Dalton, J., et al. Maintaining and modeling everyday ethics in Student Affairs (Chapter 9)
Patton, L., & Harper, S. Using reflection to reframe theory-to-practice in Student Affairs

Assignments due: Integration Paper, Ethics Interview, Effective Presentation Outline

Friday, November 30 **3-6pm** **Seminar*** **Loyola 203**

*Students are strongly encouraged to attend a seminar session prior to their own; you are required to attend only the seminar at which you present. Oct 17, 19, Nov 29

Internship hours *and* site visit must be completed to give seminar

Internship Analysis and Site Supervisor Evaluations are due at the time of your seminar.

Student must attend entire seminar class session the date of his/her seminar presentation.

- **Student** arranges **site visit** with Erin and site supervisor when you have completed approximately **50% of your hours**. Please allow at least one week lead time to schedule. Please **schedule site visit by November 2**. Plan on one hour. One week prior to the site visit, please provide the attached **Site Visit Protocol** to your supervisor.
- Please inform instructor of the **numbers of hours**, 100, 200, 300 you intend to complete with your internship even though you may stagger your registrations for SDAD 564-566. For SDAD 565 and 566, I strongly encourage you to develop a **project focus** within your internship. ***If you intend to fulfill more than 100 hours within a specific internship over the course of more than one quarter and register for additional credit (s) (SDAD 565 and/or 566) in a subsequent quarter, you will be required to attend all class sessions for that subsequent quarters.*** Written work will be modified as described under Journal Entries. You are required to present one seminar and complete one internship analysis paper ***if 200 of your internship hours***, class sessions, and assignments for the specific internship have been fulfilled within the time period allowed from the date of the quarter of the first internship credit registered to remove the N Grade. If you ***complete 300 hours in the same internship site you will be expected to give TWO seminar presentations and write one internship analysis paper.*** Please note above the *number of journal entries* required per 100 hours completed.
- **Seminar and Final Internship Analysis:** These assignments are due at the date of your seminar presentation and are expected to be culminating reflections of your internship work, understanding of your learning related to your accomplishments as set forth in your work plan and the four SDAD program goals, ***and the integration of your knowledge from academic course work to date (e.g. Theory, Foundations, Leadership, Best Practices, Multi-Cultural Perspectives, etc.)*** Part (1) of your Internship Analysis is your self-assessment for your understanding gained of the SDA Learning Outcomes. The narrative essay is the second part of this analysis. See descriptions below.
- **Seminars** are peer reviewed and should be viewed as a **professional presentation** similar to one you might give at a conference. **This seminar presentation assesses your oral presentation skills within your graduate degree program. Professional demeanor and an organized presentation are expected.** You are strongly encouraged to invite your site supervisor and other internship colleagues (even students or student leaders). After this presentation, you will be given your evaluations and asked to submit a two paragraph **summary reflection** about the presentation and feedback you received. See seminar evaluation assignment attached to syllabus. **Submit this final assignment no later than December 4 to receive credit during summer quarter, otherwise you will receive an “N” grade and have approximately 1 year to complete assignments and receive credit.**

- **Site Supervisor evaluations letters** must be turned in at the completion of your internship experience. This letter is for your benefit, both to receive feedback AND to have a professional letter within your program file. Upon completion of internship hours, final supervisory meetings, and after the site visit between student, site supervisor and course instructor, the site-supervisor prepares a written evaluation within a letter format to be addressed to the student intern. In this letter, **the site supervisor verifies internship hours completed and describes the student's learning, contributions, and professional promise in the student development field.** The student forwards a copy to course instructor. (See Site Visit Protocol handout) **It is the responsibility of the student intern to ensure that her/his supervisor completes this letter.**
- As you complete your internship, Erin is available to meet with you individually to **review your experience**, to receive feedback about internship structure and support as well as your particular site, and to assist you with future professional goals, direction, and networking.

Grading Procedure:

In order to receive CR for your internship this fall quarter you must attend three class sessions (Orientation, Integration, and Seminar), complete the designated # of internship hours and all assigned work no later than **Tuesday, December 4 at 12noon.** If you do not complete some or all of the above, then you will be given an N grade, which can be changed up to a year after the quarter in which you first registered when you do complete the course requirements.

Classroom Etiquette:

Many of us have very full schedules, often juggling graduate studies with work, internship, and personal/family commitments. Friday afternoons are not ideal for class sessions, however Fridays have been determined to be the most available time within the program schedule. In order that we use our time prudently, the following classroom norms will be expected from all students:

1. Bringing **food** to class is fine as long as students are discreet with eating and **clean up afterwards.**
2. Students are asked to silence their **cell phones** during class and to refrain from **emailing** and **texting** during class.
3. Students are expected to **come to class on time and to be prepared.** Tardiness and lack of preparation may result in instructor requesting that you make up class session(s) during a subsequent quarter.
4. Internship classes are participation based, so your attendance is required. Illness and emergency situations arise on occasion. Please e-mail instructor about illness or any family emergency that might result in your absence **prior** to the class session. Given that you have a full year to complete internship from the time you register, you are required to attend future classes or whenever possible a make-up session.

For written assignments in this course:

Minimum Use of APA format (6th edition)

- 1. Student Name should be on first page. Page numbers should appear on all pages.**
- 2. Margins for the papers should be one inch on all sides (top, bottom, right, and left).**
- 3. You should not justify the right margins in your paper.**
- 4. The preferred font size is 12-point.**

In addition to the minimum requirements detailed above, all in-text citations and the accompanying reference list should be written in APA style, 6th Edition.

NOTICE to STUDENTS concerning DISABILITIES:

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism:

The Academic Integrity Policy of the university is available using the following URL which opens a COE web page where there is a hotlink to the policy document with the name “**Academic Integrity 2011-3**”:

<https://www.seattleu.edu/registrar/Policies.aspx>

Academic Grading Grievance - Procedure for Challenging Course Grades:

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

A copy of this academic grading grievance policy and procedure document can be using the following URL which opens a COE web page where one can access the document through a hotlink named “Academic Grading Grievance 2004-07”:

<https://www.seattleu.edu/registrar/Policies.aspx>

Professional Conduct Policy:

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the Professional Conduct policy can be found using the following URL which opens a CoE web page where there is a hotlink named “Professional Conduct 2011-2”:

<https://www.seattleu.edu/registrar/Policies.aspx>

Journal Entries

From the Syllabus:

- **Journal entries are sent to instructor's e-mail every two weeks, particularly if you desire on-going comment/feedback. A minimum of 4, one-two page journal entries per first 100 hours (one on the topic of supervision required) must be submitted in the format described below to receive credit. For 200 hours, 6 journal entries are required. For 300 hours, 8 journals.**

Students should be less concerned about the style or format of the journal entries (however refer to minimum use of APA style at end of syllabus) and more focused upon the ***content and reflective process***. Journal reflection is more than descriptive information about your internship events or your roles and responsibilities. Reflection engages the student in three questions: What? So What? Now What? Each journal entry should include 2-3 sentences of descriptive information responding to the *what?* What is happening now in your internship?

Students are asked to reflect about *how you see your role and leadership within your internship setting* as your experience progresses. *What is happening for you as a professional in the field? How do you integrate your knowledge of theory, principles, leadership, best practices, etc. learned in your coursework to date within your internship setting?* Can you recognize any of this knowledge and theory in practice in the institutional environment or culture? *Does theory inform practice or practice give credence to theory?* **Effective reflections also reference theories or best practices as you know them.**

Every internship setting and experience is unique, so a variety of possible topics are suggested from which you may choose four (or six) for your journal entries. **PLEASE INDICATE THE ENTRY # AND REFLECTION TOPIC (e.g. Leadership, Understanding Students, Mission, Ethics and Values) AT THE TOP OF EACH JOURNAL ENTRY.**

Entry #1 General descriptive first impressions: initial impressions and understandings about your role and responsibilities, the institution, the students, your colleagues, site supervisor. What are your initial feelings and insights? What kind of support and resources do you need as you are making your transition into this campus culture and setting?

Entry #2, 3, and #4-5 (if 200 hours)

- Consider the four program themes (each are separate journal reflections):

Understanding Students

Understanding and Fostering Diversity, required journal reflection (consider cultural competence, privilege, multiple identities theory, safe space, iDialogue, advocacy, etc)

Ethics and Values

Environment and Culture

Write about one or more of the above program themes in relationship to your internship role, responsibilities, challenges, and learning.

Journal Entries #2, 3, and 4-5 (cont.)

- **Leadership:**

Who am I as a leader in this setting? How am I a leader?
How can I be more effective or improve as a leader?
What am I contributing to the community of students and colleagues in this setting?
What am I learning from the professional leaders around me?
Also consider #4 from Class Session #2 integration assignment

- **Supervision:**

How does my site supervisor supervise professionals and/or students? How does her or his supervisory style support AND challenge me as a professional? Support and challenge other professionals in the department? What kind of professional development opportunities and goal-setting is important to my supervisor? How does he or she describe her supervisory style? Is this description evident in staff meetings, student interactions, 1:1 meetings? How does my academic study in leadership courses and developmental theory (eg. Myers Briggs, etc) inform my understanding and observation of supervisory styles within the context of my internship?

- **Mission** of your institution:

What is the distinctive mission of your internship site (both the institution and the particular department)?
Does this mission fit your passions and desire to work in higher education? How can you impact the transformative learning of the students within this setting?

Entry #4 (or # 6 if 200 hours or #8 for 300 hours)

- **Now What?**

What do you take away from this experience? Is this a student development content area and/or institutional setting that you wish to pursue? Why or why not? If so, what kinds of skills and competencies do you offer? As a result of this internship, describe your networking resources to support your pursuit of the student affairs profession and this specific content area?

- **What insights have you gained about Student Development theories, concepts, principles, and/or best practices while performing your internship? Can you give a concrete example of something you have learned about the integration of theory and practice that you might use in a future professional setting?**

STUDENT DEVELOPMENT ADMINISTRATION INTERNSHIP

Site Visit Protocol

During each internship experience, a minimum of one internship site visit occurs between the SDA graduate student, the internship site supervisor, and the Seattle University SDA faculty member coordinating that particular quarter's internship course. This site visit assesses the graduate student's learning outcomes and professional contributions in an in depth conversation between the graduate student and site supervisor as facilitated by the SDA faculty member. The site visit lasts for **one hour** and ideally occurs after 50-60% of internship hours have been completed.

The **protocol for this site visit** includes the following questions:

1. Based upon the internship work plan, what have you been learning from your internship experience? What do you take away? (Graduate Student)
2. What has the SDA graduate student contributed to your department, program, and/or campus during his/her internship? (Site Supervisor)
3. What still needs to be accomplished? How will you put closure on this internship? Since developing the work plan, have changes been made to the internship? Are there areas that have not been accomplished or other areas that the SDA student would like to learn more about? Are there areas to which the site supervisor would like to see more attention provided? What remains? With hindsight, what would you change about this internship experience? (Site Super.& Grad. Stud.)

Site Supervisor Letter of Evaluation: As a final task, Internship Site Supervisors are asked to provide a *three* paragraph letter to be addressed to the graduate student intern. **This letter begins with verification in writing of the completion of agreed upon # of hours and includes a summary of the site visit discussion related to #1 and #2 above.** The final paragraph should address the supervisor's perspective on *the graduate student's future promise in the field and particular areas to encourage additional professional growth and development.* Deadline is the date of student's seminar presentation. Thank You!

Please provide a copy of this protocol to you site supervisor.

Student Name: _____
Internship Site: _____
Date: _____

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(circle all that apply)

INTERNSHIP ANALYSIS SDAD Student Learning Outcomes Assessment

Part One: Please complete the following quantitative self-assessment of your internship experience (*site experience and course*) based upon the student learning outcomes of the SDAD program and the goals of the internship course. Use the following ratings in your assessment: 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always.

Within my internship experience, I was able to:

- | | |
|---|--------------------|
| 1. Demonstrate mastery of program knowledge base | 1----2---3---4---5 |
| 2. Understand students and student issues | 1----2---3---4---5 |
| 3. Understands/observes ethical dilemmas utilizing appropriate judgment | 1----2---3---4---5 |
| 4. Understand and foster diversity. | 1----2---3---4---5 |
| 5. Communicate effectively, orally and in writing | 1----2---3---4---5 |
| 6. Work successfully in teams | 1----2---3---4---5 |
| 7. Demonstrate commitment to profession and professional development | 1----2---3---4---5 |
| 8. Adapt student services to specific environments and cultures | 1----2---3---4---5 |
| 9. Develop leadership skills and competencies | 1----2---3---4---5 |
| 10. Observe and analyze leadership styles and skills of professionals in the field | 1----2---3---4---5 |
| 11. Become a more effective reflective practitioner | 1----2---3---4---5 |
| 12. Develop a professional network of student development/higher education colleagues | 1----2---3---4---5 |

Part Two: In a cohesive and **narrative reflective essay**, please describe your internship and then, assess your internship experience based upon the four SDAD program themes (*understanding students, understanding and fostering diversity, ethics and values, and environment and culture*). Finally, connect your academic course knowledge with your internship experience.

Specifically, in the **first paragraph or two, describe your internship** (setting, supervisor, institution type, and original work plan goals and objectives). In this description, **assess your internship goals and objectives by naming three learnings and three contributions/accomplishments** from your internship experience. Then, writing **one paragraph for each program theme** (stated above), describe what you *learned* and/or what you *observed* as well as how you *applied each* program theme within your internship. Finally, *how would you assess your ability to make connections between your academic course knowledge and this internship experience?* In a concluding paragraph, **describe three concrete examples referencing theory/foundational principles, best practices, and/or research**. If you desire, *we also welcome your recommendations to future students* with this particular internship, site, and/or institution.

Please submit this internship analysis (**both Part One and Part Two**) at the time of your seminar presentation.

Internship Seminar Presentation

To complete your internship, students are required to participate in a seminar to present your internship to your classmates, faculty, and invited site supervisors. This seminar fulfills the professional presentation/oral communication assessment requirement for the SDAD program. **Therefore it is expected that the organization and content of your presentation as well as your demeanor, appearance, and style will reflect the highest level of professionalism.**

- This power point/PREZI presentation should be no more than **20 minutes in length** (you will have an additional 5 minutes for questions and answer) and modeled after the internship site analysis which you would have already completed. See check list at end of syllabus. Include overview & summary slides. **How do you plan to engage your audience?**
- Your presentation should include **descriptive details** about your internship including **work plan objectives, institutional description including mission and student demographics** (if your internship is at Seattle University do not assume we know this information), **site supervisor, your roles and responsibilities, and accomplishments, as well as what you learned and contributed.** What do you **take away** from this experience? What is next for you professionally given your internship experience? Now what? **How are you transformed by this internship? What can you teach your classmates about this particular aspect of student development or student affairs work?** About which *administrative area* did you learn and can you share with classmates? One way to organize your presentation is through the use of the *four SDAD program themes*: understanding students, understanding and fostering diversity, ethics and values, and environment and culture. You can also organize your presentation using SDAD competencies or learning outcomes.
- The purpose of the internship is to *integrate your academic coursework into professional experience*, so we also want to know what **insights you gained about student development theories, concepts, principles, and/or best practices.** What SD theories/principles did you observe and/or apply in your work? What did you learn or contribute during your internship as related to the four main SDAD program themes? **This theory to practice integration should be included in at least one slide.**
- These seminars are peer reviewed and evaluated. You will receive written feedback from classmates and will be asked to complete your own summary of your performance.

Additional suggestions:

- Please bring 8 copies of your power point/PREZI presentation to pass out as a handout to classmates. **Required to bring at least one copy to faculty member (ERIN).**
- A combination of **pictures** and graphics enhance the quality of your power point presentation. Remember “less is more” with content on slides.

Internship Seminar Presentation (cont.)

- Have a back up plan to technology if your flash drive does not work (such as e-mail access, Cloud technology or using your handout of your power point presentation if we can't download it to the classroom computer)
- Practice your presentation beforehand and plan for a maximum 20 minute presentation.
- Anticipate peer and faculty questions. Is anything missing from your presentation?
- Remember to breathe, speak slowly, present salient points, and watch the “ums”.
- Dress professionally as if you were presenting at NASPA, NODA or a Board of Trustees meeting.
- If possible, attend a seminar session prior to giving your presentation so you can learn effective presentation techniques. Upon request, Erin can make available past examples of excellent seminar presentations.

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Seminar Evaluation

As the final piece to your seminar, you are asked to write a summary of your seminar presentation and the peer evaluations you received. **By December 4, 12noon**, please send to instructor's e-mail, a **one page** summary about your seminar presentation. Please review the peer evaluations returned to you. From your own perspective *and* from your peer evaluations reflect on the following questions in your summary:

1. What did you learn from giving your presentation and your peers' feedback to you about your presentation?

2. What would you do differently with future presentations?

Reminder: To receive CR this quarter for your internship, all assignments must be sent to Instructor's e-mail by December 4 at 12noon.

SDA Internship Seminar Checklist

Content:

- _____ Descriptive Details: Work Plan Objectives, Institutional Mission and Demographics, Site Supervisor, Roles and Responsibilities, accomplishments
- _____ Teachable Moment----some aspect of internship that is unique to profession and not taught in SDA courses. What can you share and teach your classmates?
- _____ Theory to Practice: Integrate course work, student development theories, concepts, principles of profession, leadership and organizational theory/concepts, Best Practices and SDA Program Themes.

Format:

- _____ *Overview* and *Summary* slides to open and close presentation
- _____ Engages the audience? How?
- _____ Power Point or Prezi: **Visually appealing?** Pictures, Thematic Graphic, Overcrowded with words? Clean and simple?
- _____ Length: 20 minutes then 5-10 minutes Q and A. Too long? Too short? Just right?
- _____ Provided copy of power point at the beginning to audience or at least faculty member?

Style:

- _____ Professional dress and demeanor. Introduces guests especially site supervisor
- _____ Articulate, confident presenter? Speaks slowly, few “ums”, presents salient points?
- _____ Prepared with notes; ***avoids reading slides or looking at slides***
- _____ Polished and well rehearsed. Anticipate questions. Good understanding and use of technology