

INTERNSHIP SEMINAR
15:245:605
Fall 2021
Tuesdays, 9:00AM- 12:00PM
Online + AB 2250

Instructor: Steph Brescia, PhD (she/her/hers)	Email: stephanie.brescia@gse.rutgers.edu
Phone Number: N/A	Office Location: GSE 323
Office Hours: By appointment	Prerequisites: Course restricted to CSA students.
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Permission required: ___ No <input checked="" type="checkbox"/> Yes

Part 1: Course Description & Learning Objectives

Course Description:

The Internship Seminar in conjunction with the CSA internship, exposes students to real-world work in the field of student affairs. The course is designed to help students apply what they are learning in their CSA courses to their work in their internship placements. This course provides students with the opportunity to reflect on their experiences, discuss opportunities and challenges with their peers and instructor, and gain skills needed for professional growth and development.

Learning Goals- CSA Internship Seminar:

By the completion of this course, CSA students will:

- Develop skills essential to work successfully in student affairs, such as effective interpersonal communication; time and task management; effective supervisory and collegial relationships; setting and negotiating boundaries and expectations; balancing work, academic, and personal commitments.
- Develop and practice professional consultation and reflection with peer colleagues.
- Explore individual professional interests, strengths, styles, and areas of desired improvement.
- Strengthen one's commitment to student affairs as a profession.
- Begin to explore career options, work environment preferences, and professional goals.
- Become familiar with ACPA/NASPA Professional Competencies and CAS Standards and apply them to their work with students.

Learning Goals- CSA Internship Site:

Throughout their time in their internship, CSA students will:

- Gain first-hand experience in the day-to-day operations of a higher education or student affairs unit and understand a variety of professional roles and functions in student affairs.
- Contribute to the work of the office or unit.
- Explore career and professional development opportunities.
- Additional learning outcomes may be specified/provided by the internship site.

Learning Outcomes:

The learning outcomes for this course are derived from ACPA/NASPA's (2015) *Professional Competency Areas for Student Affairs Educators*. Due to the individualized nature of CSA internships, students experience additional learning outcomes based on their specific internship site. All students will experience the following learning outcomes through their participation in the seminar.

- **Personal and Ethical Foundations:** Students will learn how to maintain integrity in the student affairs profession and learn more about themselves as practitioners through discussions, reflections, and course assignments.
- **Values, Philosophy, and History:** Students will learn about the values, philosophy, and history that shape the field of student affairs and how these elements connect to contemporary professional practice.

Part 2: Course Policies & Procedures

Academic Integrity:

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct.

Academic dishonesty includes (but is not limited to):

- Cheating
- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution
- Re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at: <http://academicintegrity.rutgers.edu/>

Zoom:

Zoom Link:

<https://rutgers.zoom.us/j/5459942310?pwd=bzhqaVNFOC95SURXMkJLMmUvU3RWUT09>

Meeting ID: 545 994 2310

Password: 944116

Our first few class meetings will be held in person and the remainder of our sessions will be held on zoom. Please note, this plan is subject to change as COVID-19 guidelines and procedures are constantly changing. Students are required to wear masks during in-person sessions regardless of vaccination status.

Click on the Zoom website provided above to join class. If you are able to utilize Zoom's video feature, please do. However, I recognize that 'zoom fatigue' impacts all of us. Please feel free to turn off your video for a few minutes, take a break to use the restroom, grab water, etc. You will first be in a Zoom waiting room prior to your admittance to the class. The class sessions and discussions will not be recorded and/or archived.

If you have questions or concerns regarding technical issues, consult "Remote Technology Resources for Students:" <https://it.rutgers.edu/remote-student-resources/> and/or the Rutgers IT Student Help Desk via website <https://it.rutgers.edu/help-support/> or email help@oit.rutgers.edu or toll-free 833-OIT-HELP.

Attendance & Participation:

Students are expected to attend all class meetings and be prepared to discuss the topic scheduled for the day, including all assigned readings. Students should be mindful of their participation and ensure that there are opportunities for all voices to be heard. The nature of a seminar course requires a great deal of student participation. **All students should come to class prepared to discuss their experiences in their internship since the last class meeting.**

This class will meet every other week. Students will be divided into two groups (Section A and Section B) and should follow the syllabus of their respective section.

If you must miss a class, arrive late, or leave early, notify the instructor in advance. Because this class meets only once every other week and much of the learning takes place in class discussion, your attendance is crucial. Regardless of reasons (illness, family or work commitments, personal), you are allowed one absence. After your second absence you are at risk of failing the course. You are responsible to obtain any missed information and class notes from your classmates.

Confidentiality:

Students will be sharing personal experiences throughout this course about their work, lives, interactions with students, etc. The conversations that occur in the classroom should NOT be shared with others outside of the classroom. Please be respectful of your peers and maintain

confidentiality by not disclosing any personally identifiable information or discussions that take place in the seminar.

Student Meetings & Communication:

Students are encouraged to meet with the instructor if they need additional support understanding course content or assignments. Meetings should be scheduled at least 3-5 days in advance and will be held virtually or in person depending on scheduling and COVID-19 regulations.

Students can also communicate with the instructor via email (*preferred*) or phone with questions or concerns regarding course material. Students can expect a response within 48-72 hours. Students should not expect to receive responses to emails after 5:00pm on weekdays or at any point in time over the weekend. If a question sent via email requires a more in-depth response, a phone call or meeting will be scheduled.

Electronics Use:

Students will not need their laptops for in-person meetings. However, if students would like to use their laptops to take notes, they may do so. Students should not be looking up information irrelevant to the class, work on assignments, checking email, etc.

The nature of an online synchronous class session mandates the in-class use of laptops, etc. However, students are expected to give their full attention to class discussion, instructors, and peers. Scrolling, texting, or searching unrelated to the class is not acceptable. Mobile phone use is permitted during synchronous class meetings only when the phone is the student's principal communication link to the class. Otherwise, turn cell phones off and put them away. You may leave your phone on during class due to professional or personal circumstances.

Classroom Environment:

We all have a shared responsibility to create and maintain an inclusive classroom environment. Everyone brings different identities and experiences to this course, which will make for a rich learning environment replete with diverse perspectives. Throughout the course we will reflect upon and discuss our diverse identities and experiences and it is everyone's shared responsibility to ensure that all members of the classroom community feel comfortable engaging in dialogue. Active listening, mutual respect, a genuine desire to understand others, the use of inclusive language, and the ability to take ownership and responsibility when mistakes are made are all critical to fostering an inclusive classroom environment where diverse perspectives are respected.

Meetings with Internship Supervisor

Students should schedule and hold regular meetings—preferably weekly—with their Internship site supervisor. Ongoing communication with the supervisor is critical to the learning experience, and these meetings are times to review progress made on assigned tasks, obtain information and documents required for Internship Seminar assignments, process observations and reflections about the Internship experience, and seek advice or clarifications when needed.

Part 3: Student Services

Rutgers offers a variety of services to support students during their enrollment. Though you have responsibilities to work with and support students in your CSA internship and field placements, please remember that you are also a student. I encourage you explore and access these resources as needed.

Students with Disabilities:

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 documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' 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>

Rutgers Student Food Pantry:

848-932-5500/ 39 Union St., New Brunswick, NJ 08901/ <http://ruoffcampus.rutgers.edu/food/>

The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food. You will need to do bring your RUID and fill out a brief identification form once you arrive. Students will be provided with groceries that typically last about one week.

Visit <http://ruoffcampus.rutgers.edu/food/> to learn more about the Rutgers Student Food Pantry and make an appointment. The Rutgers Student Food Pantry is currently operating by appointment only from a temporary location due to the COVID-19 pandemic. For an up-to-date schedule and to make an appointment, please go to: <http://ruoffcampus.rutgers.edu/status/>.

Dean of Students Office

848-932-2300/ 88 College Ave., New Brunswick, NJ 08901/<http://deanofstudents.rutgers.edu/>

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Dean of Students Office can assist students experiencing food insecurity, housing insecurity, or homelessness. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention for those times when additional assistance is needed. Please *call* to schedule an appointment to meet with a representative from the Dean's office.

Visit <http://deanofstudents.rutgers.edu/> to learn more about the Dean of Students Office and schedule an appointment. The Office of the Dean of Students continues to work remotely for the safety of our students and staff. Hours continue to be 8:30 a.m.-5:00 p.m., Monday through Friday. It is best to reach us via email at deanofstudents@echo.rutgers.edu. Telephone, Webex, or Zoom appointments will be scheduled for all students.

Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Visit www.rhscaps.rutgers.edu/ to learn more about CAPS and schedule an appointment.

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181

Part 4: Course Requirements

Course Texts & Required Reading:

- Sallee, M. W. (Ed.). (2021). *Creating sustainable careers in student affairs: What ideal worker norms get wrong and how to make it right*. Stylus.
- Additional readings and resources posted on course Canvas site, "Files" tab.

Course Assignments:

All course assignments must be submitted on Canvas under the "Assignments" tab. See the Course Calendar section of your syllabus for due dates.

- **Mission, Goals, Objectives, Organizational Chart + Reflection:**
Via the Canvas site, students will upload copies of their internship site's mission, goals, objectives, and organizational chart (whatever is available). Students will also submit a brief (1-2 pages double spaced) statement of their observations and reflections on these documents.
- **Internship (Virtual) Site Visit:**
One site visit involving the student, the supervisor(s), and the seminar instructor is required. You can expect this meeting to last between 30-60 minutes. It is your responsibility to schedule this meeting at a time convenient to the supervisor and seminar instructor, between October 1-29. **Given people's busy schedules, you should finalize the site visit date and time as soon as possible.** ONLY AFTER the site visit date/time is finalized among all three parties, submit the date/time on the course Canvas site.

- **Ethical Case Studies:**

Discuss with your supervisor examples of ethical dilemmas that surface in your site for entry level professionals in particular. Prepare and post to a Canvas discussion board a 1-2 page ethical case study that applies to your site (with all names and potentially identifying information removed), including 2-3 potential discussion questions. Each student should be prepared to facilitate an in-class discussion about their case study.

- **Staff Evaluation Forms and/or Processes**

Via Canvas, each student will upload copies of the unit's graduate or professional staff (not student staff) evaluation forms and descriptions of staff evaluation processes. The purpose of this assignment is so that students know how they will be evaluated by their internship. If the site has no formal forms or processes, students will describe the detailed plans for how they and their supervisor will utilize the Fall Internship Evaluation form at the end of the semester (e.g., dates, self-evaluation (if applicable), meetings). *Please note, even if departmental evaluation forms exist, ALL students are required to submit the fall internship evaluation form at the end of the term.*

- **Site-specific CAS Standards Assignment:**

Via Canvas, each student will submit a discussion/reflection describing illustrations of at least five of their site-specific CAS Standards and Guidelines as evident in their graduate internship site. Many internship sites have copies of their site-specific CAS guidelines. If a site does not have these guidelines, students should check the library. Finally, if site specific guidelines cannot be located, students should reflect on how the [CAS general standards](#) appear in their internship site.

- **Fall Internship Evaluation:**

The completed Internship Seminar evaluation, signed by both student and supervisor, is due on the final Internship Seminar class day. The form for this evaluation is located under the 'internship seminar' tab on the following site.

<http://csafieldexperience.weebly.com/index.html>. As part of the internship evaluation discussion, students and supervisors will also determine their respective graduate internship 2022-23 plans.

- **Journal Entries (6):**

Six (6) journal entries throughout the semester are required. All journal entries will be read only by the seminar instructor; they will not be shared with other students or site supervisors, although students are free to discuss the contents of THEIR OWN journal entries with anyone.

In the first 5 of 6 journal entries, students:

- (1) Reflect upon and process their graduate internship experiences,

- (2) Describe progress or opportunities within the Internship to address one selected ACPA/NASPA professional competency indicator (a different indicator per each journal entry), and
- (3) Keep a record of their work hours with notes regarding meetings and tasks. The time log portion of each journal entry may be organized as a “grid” of the past two weeks displaying dates, times, tasks, and notes.

Not counting the 2-week time log in each journal entry, entries must be a minimum of 300 words with a maximum 400 words, with approximately 2/3 of each entry devoted to reflection and analysis and approximately 1/3 devoted to discussion of professional competency and/or indicator. Journal entries may be conversational in style yet, must consist of complete sentences and paragraphs. Bullet points, lists, or phrases are acceptable only in the 2-week time log section.

APA style conventions are required ONLY if formal sources (not counting the ACPA/NASPA Professional Competencies or indicators) are referenced within a journal entry.

Potential topics for Journal Entries include, but are not limited to, reflections on:

- New or unanticipated experiences, environments, or circumstances
- Professionalism, including work dynamics and negotiating professional boundaries
- Relative strengths and areas for improvement
- Academic coursework/learning and applicability to work within the internship site
- Relative “matches” between self and site, colleagues, or supervisor(s) with respect to styles, mission/purpose, or professional or organizational values (espoused and enacted)
- Successes and indicators of professional development and growth
- Paths and/or obstacles to professional development within the internship site
- Transitions between being an undergraduate student to graduate student to career professional
- Resources available to facilitate professional development and growth
- Clarifying your own career interests and goals

In the 6th and final journal entry, students should choose from among the following topics for the reflection portion of the journal entry:

- The most significant internship-based learning experience (and why)
- Summary perceptions regarding student affairs
- Summary perceptions of professional competencies, strengths, and areas for improvement
- Individual development and growth throughout the semester

- Based on your experiences, your considered advice to the Fall 2022 entering CSA cohort

Course Evaluation and Grading:

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 located under the 'internship seminar' tab on the following site.

<http://csafieldexperience.weebly.com/index.html>. The form must be completed by the site supervisor and returned to the instructor by the student by the last class meeting date.

Grades for the Internship Seminar are “**Pass**” or “**No Credit**.” Satisfactory completion of all assignments is required for a grade of Pass. Lack of professionalism in the internship site or seminar may be grounds for a No Credit grade. Behaviors that demonstrate a lack of professionalism include: consistently being late or absent from either the internship site or seminar, failure to complete assignments in a timely manner, poor communication with your supervisor or seminar instructor, inappropriate interpersonal interactions, etc.

- ***Incomplete Grade:*** An **INC (incomplete)** must be negotiated prior to the end of the semester and will not be granted without agreement between instructor and student prior to the end of class. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester. In addition, earning an INC will result in being placed on Academic Probation.
- ***Grade Grievances:*** If you have grievances with your final grade, you are welcome to due process. First, you will need to contact me to ask about your grade and I will provide your scores and details. If you are not satisfied with my response, you will need to contact the Chair of the Educational Psychology Department, Angela O'Donnell (angela.odonnell@gse.rutgers.edu) and not the program coordinator with your grievance. You will receive additional information from there.

Part 5: Course Calendar

Course Schedule A*:

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|----------------------------------|----------------------|
| 1. BHARADWAJ, PRIYANKA | 6. GRAY, SIERRA |
| 2. CORDERO-GONZALEZ, ANGEL | 7. GREEN, EMILY |
| 3. DEY, CALLIE | 8. LAUREMENT, NELGIE |
| 4. ESPINOZA-URIZAR,
GUADALUPE | 9. LENDOF, DANILSA |
| 5. FABIANO, FRANK J | 10. MANNAN, JUHRA |

Week	Topic, Readings Assignments
Class 1: Tues 9/7 (All students)	<i>Agenda:</i> <ul style="list-style-type: none"> • CSA Program Orientation (<i>1st hour</i>) • Student & instructor expectations • Syllabus & assignment review • Spring 2022 field experience placement process • Topical discussion interests • Letter to your future professional self <i>Readings due today:</i> <ul style="list-style-type: none"> • No readings due today
Class 2: Tues 9/14	<i>Agenda:</i> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>Organizational Culture</i> <i>Readings due today:</i> <ul style="list-style-type: none"> • Sallee, Introduction, Chapters 1 & 4 • Whitt, (1997) Don't drink the water (<i>available on Canvas</i>) <i>Assignments due BEFORE Class 2:</i> <ul style="list-style-type: none"> • Review course syllabus and assignments, including your end of semester evaluation, with your internship site supervisor • Mission, goals, objectives, and organizational chart materials & reflection due
Tues 9/21	<i>Assignments due by 12 noon:</i> <ul style="list-style-type: none"> • Journal 1 • Submit a copy of your current resume • Schedule a 30-minute virtual site visit for yourself, instructor, and internship site supervisor. Meetings should be scheduled between October 1 and October 29. • Discuss organizational culture questions (<i>identified in 9/14 class</i>) with your supervisor or other members of your unit and come to next class prepared to discuss what you learn
Class 3: Tues 9/28	<i>Agenda:</i> <ul style="list-style-type: none"> • Internship site experiences

	<ul style="list-style-type: none"> • Topical Discussion: <i>Organizational culture continued & Work/life balance</i> • Peer resume review <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Sallee, Chapters 2 & 3 <p><i>Assignments due today:</i></p> <ul style="list-style-type: none"> • Submit top 6 field experience sites you would like to interview with + final resume
<i>Friday 10/1-Friday 10/29: Internship site meetings (virtual)</i>	
<i>Tues 10/5</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Journal 2 due • Ethical case study assignment due
Class 4: <i>Tues 10/12</i>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>Ethical Behaviors & Decision Making</i> • Ethical case studies <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Sallee, Chapters 5 & 6 • Review NASPA, ACPA, and CAS standards on ethical behaviors and be prepared to discuss how this will impact your work
<i>Monday 10/18-Friday 10/22: Field Experience Interviews (virtual)</i>	
<i>Tues 10/19</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Journal 3 due • Graduate/professional staff evaluation forms and processes due
Class 5: <i>Tues 10/26</i>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>TBD</i> • Ethical case studies <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Sallee, Chapters 7 & 8 • Renn & Hodges (2007), <i>The first year on the job: Experiences of new professionals in student affairs</i>
<i>Tues 11/2</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Journal 4 due • Site-specific CAS standards assignment due
Class 6: <i>Tues 11/9</i>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>TBD</i> • Site-specific CAS standards discussion

	<ul style="list-style-type: none"> Ethical case studies <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> Sallee, Chapters 9 & 10
<i>November: Field experience placements announced</i>	
<i>11/16</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> Journal 5 due
<p>Class 7: <i>Tues 11/23</i></p>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> Internship site experiences Topical Discussion: <i>TBD</i> Ethical case studies (<i>tentative</i>) <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> Sallee, Chapters 11 & 12
<i>Tues 11/30</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> Journal 6 due (*The format of this journal is different than journal entries 1-5)
<i>Tues 12/7</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> Internship evaluation form due All outstanding internship seminar assignments must be submitted

**Course schedule subject to change.*

Course Schedule B*:

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|----------------------------|------------------------------|
| 1. AHMED, MUFRAD | 6. MOORE, JASSADI |
| 2. KENNEDY, NIASIA | 7. PORTOCK, SYDNEY L |
| 3. MARSH, COLIN | 8. SAUNDERS-DITTIMUS, JHEREL |
| 4. MARTINEZ GARCIA, LESLEY | 9. TAQI, LAYLA |
| 5. MCQUEEN, MYA | 10. VANTERPOOL, ALCEDOS |

Week	Topic, Readings Assignments
<p>Class 1: Tues 9/7 (All students)</p>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • CSA Program Orientation (<i>1st hour</i>) • Student & instructor expectations • Syllabus & assignment review • Spring 2022 field experience placement process • Topical discussion interests • Letter to your future professional self <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • No readings due today
<p>Tues 9/14</p>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Journal 1 • Submit a copy of your current resume • Schedule a 30-minute virtual site visit for yourself, instructor, and internship site supervisor. Meetings should be scheduled between October 1 and October 29. • Review course syllabus and assignments, including your end of semester evaluation, with internship site supervisor
<p>Class 2: Tues 9/21</p>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>Organizational Culture</i> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Sallee Introduction, Chapters 1 & 4 • Whitt, (1997) Don't drink the water (<i>available on Canvas</i>) <p><i>Assignments due BEFORE Class 2:</i></p> <ul style="list-style-type: none"> • Mission, goals, objectives, and organizational chart materials & reflection due
<p>Tues 9/28</p>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Journal 2 due • Submit top 6 field experience sites you would like to interview with + a final resume • Discuss organizational culture questions (<i>identified in 9/21 class</i>) with your supervisor or other members of your unit and come to next class prepared to discuss what you learn

<i>Friday 10/1-Friday 10/29: Internship site meetings (virtual)</i>	
Class 3: <i>Tues 10/5</i>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>Organizational culture continued & Work/life balance</i> • Peer resume review <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Sallee, Chapters 2 & 3
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<i>Tues 10/26</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Journal 4 due
Class 5: <i>Tues 11/2</i>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>TBD</i> • Ethical case studies <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Sallee Chapters 7 & 8 • Renn & Hodges (2007), The first year on the job: Experiences of new professionals in student affairs
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Class 6: <i>11/16</i>	<p><i>Agenda:</i></p> <ul style="list-style-type: none"> • Internship site experiences • Topical Discussion: <i>TBD</i> • Site-specific CAS standards discussion • Ethical case studies

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<i>Tues 12/7</i>	<p><i>Assignments due by 12 noon:</i></p> <ul style="list-style-type: none"> • Internship evaluation form due • All outstanding internship seminar assignments must be submitted

**Course schedule subject to change.*

Syllabus Acknowledgements: This syllabus was modeled based on prior iterations of this course, including courses designed and taught by Paul Herman and Florence Hamrick.