

The University of Toledo

MAR 26 2013

New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

Contact Person Phone (XXX-XXXX)

Email

College If Other

Dept/Academic Unit

Alpha/Numeric Code (Subject area - number)

Proposed title Proposed Effective Term

Is the course cross-listed with another academic unit?

Approval of other Academic unit (Signature and title)

Is the course offered at more than one level?

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

Credit hours: Fixed: or Variable: to

Delivery mode:	Primary	Secondary	Tertiary
Activity Type	<input type="text" value="Seminar"/>	<input type="text" value="Field"/>	<input type="text"/>
Minimum Credit Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>
Weekly Contact Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>

Terms Offered Fall Spring Summer Years offered

May the courses be repeated for credit? Maximum hours:

Are students permitted to register for more than one section during a term? Grading system:

Prerequisites (must be taken **before**): e.g., C or higher in BIOE 4500 or BIOE 5500 and C or higher in MATH 4200, etc.

Permission

Co-requisites (must be taken **together**):

☞ Catalog Description (75 Words Maximum)

The Master's Internship in Higher Education links directly to a student's Graduate Assistantship, and offers students the opportunity to integrate theory, research, and skills gained through courses, workshops, and seminars with the knowledge, skills, and abilities they are developing through practice. In addition, the Internship serves as structured professional development opportunity for enhancing theory-to-practice knowledge and skills of the students and practitioners involved. The HED Internship has been developed jointly by the HED Program and UT's Student Affairs, and includes the collaborative participation of both student affairs professionals and higher education faculty.

Attach a syllabus and an electronic copy of a complete outline of the major topics covered. [Click here for the template.](#)

Course Approval

Department Curriculum Authority	<input type="text" value="Jerry SC"/>	Date	<input type="text" value="3/14/13"/>
Department Chairperson	<input type="text" value="Matt Pitches"/>	Date	<input type="text" value="3-14-2013"/>
College Curriculum Authority or Chair	<input type="text" value="John Jarry"/>	Date	<input type="text" value="3/14/13"/>
☞ College Dean	<input type="text" value="Barbara J. Bey"/>	Date	<input type="text" value="3-20-13"/>
Graduate Council	<input type="text" value="Allan Ford"/>	Date	<input type="text" value="4-30-2013"/>
Dean of Graduate Studies	<input type="text"/>	Date	<input type="text"/>
Office of the Provost	<input type="text"/>	Date	<input type="text"/>

For Administrative Use Only

Effective Date	<input type="text"/>
CIP Code	<input type="text"/>
Subsidy Taxonomy	<input type="text"/>
Program Code	<input type="text"/>
Instruction Level	<input type="text"/>

☞

HED 6950: Master's Internship in Higher Education

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University of Toledo

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COURSE OVERVIEW:

Experiential learning is an important element of the development of higher education professionals and a required component of the master's program in Higher Education. Through graduate assistantships, students have the opportunity to be involved in the operations of specific functional areas in student affairs and higher education in general, and to develop and strengthen their skills needed for the delivery of services and programs for students. The Master's Internship in Higher Education links directly to a student's Graduate Assistantship, and offers students the opportunity to integrate theory, research, and skills gained through courses, workshops, and seminars with the knowledge, skills, and abilities they are developing through practice. In addition, the Internship serves as structured professional development opportunity for enhancing theory-to-practice knowledge and skills of the students and practitioners involved. The HED Internship has been developed jointly by the HED Program and UT's Student Affairs, and includes the collaborative participation of both student affairs professionals and higher education faculty.

The Master's Internship in Higher Education has two elements – on-site work experience and academic seminar requirements.

- **On-site work experience** involves 20 hours a week in a functional area under the supervision of a higher education professional (structured through the graduate assistantship)
- **Academic Seminar requirements** include:
 - ✓ Assignments developed to help interns focus on the learning outcomes linked to the graduate assistantship
 - ✓ Meeting sessions lead by HED faculty members, focusing on the theory-to-practice relationship, and stimulating students to share experiences from their various graduate assistantship settings
 - ✓ Professional Development Workshops lead by higher education practitioners and focusing on a particular critical professional area

The HED Internship will also include regular two-way communication between faculty and site supervisors, mid-term and progress performance evaluations of interns by supervisor,

site evaluations by interns, pre- and post-competency evaluations by faculty, and joint meetings between interns, site supervisors, and faculty to discuss progress.

All master's students in the Higher Education program currently working as Graduate Assistants in campus units should register for the HED 6950 Master's Internship in Higher Education. The time devoted to attending meeting sessions and professional development workshops will be counted towards the 20 hours of their weekly requirement; the cost for the 3 credit hours will be covered by their Graduate Assistantship (which covers up to 15 credit hours a semester). The involvement of Graduate Assistants from other program areas is strongly encouraged. Current higher education professionals are also welcome to join the Internship activities.

LEARNING OUTCOMES:

It is expected that the Internship experience as a whole will help students develop skills in accordance with the 6 Higher Education Program Learning Outcomes. Examples of these skills include competencies within each of the Learning Outcomes; different competencies correspond to different functional areas:

1. Foundations of Higher Education/Student Affairs

- ✓ Ability to relate the unit's mission, vision, and goals with those of the overall institution
- ✓ Ability to identify and address main challenges the unit's professionals face

2. Student Development and Outcomes

- ✓ Ability to design programs to address the needs of the student populations that the unit serves

3. Diversity and Multiculturalism

- ✓ Appreciation of the diversity in the campus community and ability to nurture and support this diversity
- ✓ Ability to communicate with a diverse array of students

4. Interpersonal Skills

- ✓ Ability to work with others
- ✓ Ability to think critically and solve problems faced by the professional unit
- ✓ Ability to present in front of diverse audiences
- ✓ Ability to exercise leadership in diverse initiatives

5. Ethical Conduct and Professional Development

- ✓ Ability to conduct oneself professionally
- ✓ Appreciation of and ability to function within the Code of Conduct developed in the professional area
- ✓ Ability to create professional development opportunities

6. Professional Competencies

- ✓ Ability to prepare and execute budgets within the professional unit
- ✓ Organizational abilities
- ✓ Ability to identify and evaluate learning outcomes

It is expected that through the course of the Internship student experiences will map to all six of the Learning Outcomes.

READINGS:

- Amey, M. & Reesor, L. (Eds.) (2009). *Beginning your journey: A guide for new professionals in student affairs*. NASPA.
- Komives, S. R. & Woodard, D. B. (Eds.) (2003). *Student services: A handbook for the profession*. San Francisco: Jossey-Bass Higher and Adult Education Series.
- Manning, K., Kinzie, J., & Schuh, J. (Eds.) (2006). *One size does not fit all: Traditional and innovative models of student affairs practice*. Routledge.
- All other assigned readings are available on the Epsilon course site at www.epsilon.com. The site has been designed in an effort to maintain continuous and collaborative learning environment throughout this semester. The site is organized to follow each course session; it contains the syllabus, the required readings, and related materials and presentations, and offers all of us constant e-mail communication and a discussion forum space.
- Review the *Chronicle of Higher Education* and the *Inside Higher Ed* web site each week.

ACADEMIC DISHONESTY

Academic dishonesty can incur severe penalties. All submitted written work must be a product of your own thoughts and ideas. When other sources are used, they should be fully acknowledged. If you are uncertain how to cite or credit another person's idea or work, please check with me. UT's Academic Honesty Policy is presented in detail at:
http://www.utoledo.edu/offices/provost/file/curriculum/academic_honesty_policy.ppt

COURSE REQUIREMENTS:

Interns will be evaluated on the basis of their graduate assistantship performance and their performance in the Internship Seminar. Growth reflected in the supervisor's job evaluations and in the learning outcomes faculty evaluations will be considered towards a Pass/Fail grade in the Seminar.

SCHEDULE OF ACTIVITIES:

Week 1: Orientation Session with interns. Signing of Internship Contract, initial Learning Outcomes Survey. Functional units, experiences, and expectations. Site supervisors' lunch and Orientation. Discussion of Learning Outcomes for specific functional units.

Week 2: Functional unit study.

Week 3: Coming-to-the-table activity: Role playing and problem solving in a given case scenario. Functional unit challenges, experiences, and solutions.

Week 4: Functional unit study.

Week 5: Coming-to-the-table activity: Role playing and problem solving in a given case scenario. Functional unit challenges, experiences, and solutions.

Week 6: Functional unit study. Preparation for Professional Development Workshop. Supervisors' mid-semester evaluation of interns. Interns' mid-semester site evaluation.

Week 7: Individual meetings with interns and site supervisors focusing on interns' progress.

Week 8: Professional Development Workshop for all campus Graduate Assistants and professional staff: Customer Service Certificate Programs. Workshop will be led by Student Affairs staff; interns and faculty will assist the workshop leaders.

Week 9: Coming-to-the-table activity: Role playing and problem solving in a given case scenario. Functional unit challenges, experiences, and solutions.

Week 10: Functional unit study. Developmental story assignment.

Week 11: Coming-to-the-table activity: Role playing and problem solving in a given case scenario. Functional unit challenges, experiences, and solutions.

Week 12: Functional unit study. Supervisors' end-of-semester evaluation of interns. Interns' end-of-semester site evaluation. Faculty end-of-semester outcomes survey.

Week 13-15: Individual meetings with interns and site supervisors focusing on interns' overall progress and performance during the semester.

Attachments:

Internship Contract Form

Mid-semester Site Supervisor Evaluation Form

End-of-semester Site Supervisor Evaluation Form

Mid-semester Intern Site Evaluation Form

End-of-semester Intern Site Evaluation Form

Initial Learning Outcomes Survey Form (conducted by faculty member)

End-of-Semester Learning Outcomes Survey (conducted by faculty member)