

CLEVELAND STATE UNIVERSITY
Maxine Goodman Levin School of Urban Affairs
Levin College of Public Affairs and Education
UST 490: Urban Internship – All Sections – Credits: 3, 4, 6, or 8
Professor Leah D. Hudnall
Office Hours: By appointment, via Zoom
Office Location: Urban Affairs, second floor
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COURSE DESCRIPTION

This course is the required internship experience in urban agencies for Urban Studies majors.

Prior to registering, the following documents must be completed and submitted to the Director of Internships and Mentoring. Please contact the Director of Internships and Mentoring for questions about any of these forms.

- UST 490 Permission Form
- Undergraduate Internship Student Agreement
- Learning Contract and Educational Plan

Once all forms have been received by the Director of Internships & Mentoring, the student is approved to enter UST 490 at the appropriate credit level (3, 4, 6, or 8 credits). The undergraduate adviser administratively “opens” this course for the student to enroll.

Please review this webpage to ensure you’ve satisfied all the steps needed to be enrolled:
<https://cepa.csuohio.edu/cpnm/student-internship-application>

COURSE OBJECTIVES

The objectives of the urban internship are to demonstrate career readiness. Students demonstrate this through the successful completion of an internship experience.

INTERNSHIP EXPERIENCE

Career readiness is defined by the National Association of Colleges and Employers as “the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace” (2020).

The competencies are:

- **Critical Thinking/Problem Solving:** Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual can obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.
- **Oral/Written Communications:** Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

- **Teamwork/Collaboration:** Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.
- **Digital Technology:** Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.
- **Leadership:** Leverage the strengths of others to achieve common goals and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.
- **Professionalism/Work Ethic:** Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and can learn from his/her mistakes.
- **Career Management:** Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals and identify areas necessary for professional growth. The individual can navigate and explore job options, understands, and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.
- **Global/Intercultural Fluency:** Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Students will be evaluated on these competencies twice during the internship period – once at the middle of the internship period and once at the end of the internship period.

Interns are expected to schedule the evaluation meeting with their supervisor(s) to review the completed evaluation before submission. Both the supervisor and the intern are expected to sign the evaluation prior to submission. The internship supervisor listed on the Learning Contract should be the evaluator, but there may be other supervisors involved in this process. Completed evaluations should be uploaded to Blackboard.

The instructor is in touch with internship supervisors to check in, and the final evaluation of the intern's performance at the agency is the primary source of information used to assign a grade for this course. In addition, interns are also asked to evaluate their internship experience at the end of their experience. **The Agency Evaluations of Intern and the Student Evaluation of Internship are required submissions. Missing evaluations will result in an Incomplete grade for UST 490.**

BEST PRACTICES: COMMUNICATION, EMAIL AND EXPECTATIONS

Adapted from Boston University, 'Writing Emails to Professors and TAs,' 2021

As your professor and instructor for the course, my immediate goal is to support you in achieving academic success. I am here to help you. Emailing me (using the email address provided above) is the best method of communication.

Here are a few tips to ensure that our mutual communication is successful:

READ THE SYLLABUS, FIRST

- Before emailing me, please read the syllabus and assignment instructions available via Blackboard
- If you email a question that is clearly outlined in the syllabus or Blackboard, it might seem like you aren't paying attention

BE PATIENT AND RESPECTFUL

- **I will respond to your email within 3 business days; I do not email after 5pm on weekdays or on weekends**
- Please do not email me with the same request or question more than once
- Please email questions as far in advance as possible; expecting an immediate response days or hours before a due date is unreasonable

BE CLEAR

- Please write the course number in the subject line of the email
- Please include a brief greeting and address me as *Professor Hudnall*
- Make sure to clearly state the reason for your email
- Ask politely; do not make demands or unreasonable requests
- Maintain a formal tone. Check your email for spelling errors. Avoid informal language you might use when texting your friends (e.g., "cuz" instead of "because," etc.).

ASSIGNMENTS AND POINTS

Students will be responsible for submitting the following documents:

1. Learning Contract
2. Mid-term internship evaluation
3. Student Evaluation of Internship
4. Agency Evaluation of Intern
5. Internship Reflection

In addition, students are responsible for responding to five (5) discussion post prompts. You have until the stated due date to post a response. All responses are to be submitted to the discussion thread on Blackboard. Email responses will not be graded.

To present a sufficient post, it must be original, unique, and at least 100-200 words. There will be no credit for posts that are less than 100 words.

<u>ASSIGNMENT</u>	<u>POINTS</u>
Learning Contract	15
Discussion 1	10
Discussion 2	10
Discussion 3	10
Discussion 4	10
Discussion 5	10
Mid-term internship evaluation	5
Student Evaluation of Internship <i>This assignment is required to receive a grade for the course.</i>	5
Completed Agency Evaluation of Intern <i>This assignment is required to receive a grade for the course.</i>	5
Internship Reflection	20
TOTAL	100

GRADING & EXPECTATIONS

Students receive feedback from the internship supervisor and the course instructor throughout the semester.

Full credit is awarded for:

- On-time submissions,
- Accuracy of response/following instructions,
- Quality of writing,
- Professional format.
- Completed journal entries.
- Completed evaluations.

Credit is deducted for:

- Grammatical and other writing errors. I evaluate your writing mechanics and deduct credit for incorrect syntax, grammar, punctuation, and spelling. I may recommend you make an

appointment with the [CSU Writing Center](#) if your writing needs significant improvement to meet college-level expectations at the 400 level. The recommendation is not to make you feel badly. It is to help you get better!

- **Unprofessional format.** The format of the submission is unacceptable for academic purposes. Assignments should be submitted typed as .pdf, .doc, or .docx file types and meet specified word counts (if applicable).
- **Missing/Incomplete evaluations.** Students must submit the final Intern Evaluation AND Student Evaluation of Internship to complete the course. Students who fail to submit the evaluations before the end of the course will earn an "Incomplete". The grade will be updated upon receipt of both evaluations.

It is possible to fail UST 490. Please complete all assignments and evaluations and display the National Association of Colleges and Employers (NACE) career readiness behaviors as often as possible. *Students must submit the completed Agency Evaluation of Intern AND Student Evaluation of Internship to earn a grade for the course.*

You will be able to see your grades and my written feedback in your Blackboard grade center within a few weeks of the due date.

The CSU undergraduate grading scale used for this class is (in %):

A: 95-100 A-: 90-94 B+: 86-89 B: 83-85 B-: 80-82 C+: 75-79 C: 70-74 D: 60-69 F 0-59

Incomplete Grade: The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

According to CSU policy, an "I" grade can only be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor;
3. The student has notified the instructor prior to the end of the grading period.

For this course only, a student may also be assigned an Incomplete if the internship evaluations (Agency and Student) are not submitted by the end of the grading period.

ACADEMIC AND PERSONAL SUPPORT SERVICES AT CSU

CSU offers several free academic and personal support services. These services are helpful if students encounter academic and personal challenges.

CSU Tutoring and Academic Success Center (TASC). TASC offers Free academic support for all undergraduate students at CSU. TASC uses research-based strategies and approaches for learning to help students achieve their academic goals and ultimately to graduate. TASC does this in an informal, student-centered environment that assists students to not only achieve academically but to also socially integrate into college life.

The CSU Writing Center. Writing is an important skill for all students, teachers and professionals of every kind. As a student at Cleveland State University, you will find that classes in every discipline use writing to help students explore, create and communicate ideas. Student writing can take many forms, from lab reports to research papers, group projects to journal entries.

CSU Counseling and Academic Success Clinic (CASC). The Counseling & Academic Success Clinic is a free, confidential, supportive counseling and coaching center available to students of Cleveland State University. The clinic provides support and guidance in navigating the typical concerns of today's busy college student. CASC seeks to provide excellent care, guided by identifying the unique strengths of each student, while supporting the development and utilization of positive coping skills to enhance and promote both personal and academic success.

Lift Up Vikes! Resource Center and Food Pantry. Lift Up Vikes! offers a convenient, dignified, and compassionate process through which CSU students are connected to resources that supplement nutrition and other basic human needs as they strive to earn a college degree.

The CSU Community Assessment Response and Evaluation (CARE) Team. The goal of the CARE Team is to work collaboratively to support the wellbeing and safety of students, faculty, staff, and to promote a culture on campus that encourages reporting of concerns. Care Management may be useful if:

- You want to know more about support services offered at the university.
- You would like information on how to connect with medical and mental healthcare providers.
- You would like to withdraw from your classes for personal or medical reasons, and want more information on your options.
- You're feeling stressed about school and finding it difficult to cope.
- Your life outside of the classroom has become more difficult to manage.
- You're feeling overwhelmed and want to find help, but you're not sure where to start.

STUDENTS WITH ACCOMMODATIONS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at (216)687-2015. The Office is located in MC 147.

Accommodations need to be requested *in advance* and will not be granted retroactively. If you have an Accommodation Memo from ODS or would like to discuss another special circumstance, please make an appointment with me to discuss your situation.

STATEMENT FROM THE CSU OFFICE OF INSTITUTIONAL EQUITY

Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. To do this, the CSU Office for Institutional Equity (OIE) provides information, identifies resources (counseling, medical, advocacy, safety planning), issues academic accommodations (excused absences, extended deadlines, late withdrawals, alternative assignments) and other accommodations (No Contact Directives, changing living arrangements). Any student affected by discrimination, harassment and/or sexual violence and seeking assistance,

should contact the Office for Institutional Equity by calling 216-687-2223, sending an email to r.lutner@csuohio.edu or m.vogelgesang@csuohio.edu, or visiting AC 236.

RIGHTS & RESPONSIBILITIES (CONDUCT & ETHICS)

Students have the right to be fully informed of course requirements, grading procedures and to receive prompt and helpful feedback on assignments. The instructor treats criticisms and questions with the full respect they deserve, applies rules equally, returns graded work in a reasonable time frame, and provides a quality course experience.

The CSU Code of Conduct is the student's guide to acceptable behaviors as a student at this university. The Code of Conduct describes infractions and states the penalties for unacceptable behavior. Please be respectful of the CSU Code of Conduct.

The American Association of University Professors Statement on Professional Ethics is my guide to professional responsibilities in the Academy; to students, colleagues, and the institution of higher education.