

Current Students

Advising Sheets

- [Communication Studies](#)
- [Film Production](#)
- [Integrated Media](#)
- [Public Relations](#)
- [Film Production Nexus](#)
- [Associate Degree in Communication](#)

Course Rotation

- [Communication Studies Course Rotation](#)
- [Integrated Media Course Rotation](#)
- [Public Relations Course Rotation](#)
- [Film Production Course Rotation](#)

Internships

In order to participate in an internship, students must meet these requirements.

Requirements

- Junior (60+ hours) or Senior (90+ hours) in the Communication Department
- Minimum 2.5 GPA in the Communication Department
- Internship approval by the Department Chair

The Department Chair will approve of an internship once students provide the following:

- Name of the organization
- Outline of the job description
- Objectives for the semester
- Contact information of the employing supervisor
- Schedule of the hours per week that students will work

This information can be gathered by talking with the internship supervisor in conjunction with the Department Chair. Once approved, students must register for COMM 3698 or 4698 as they would any other class through CougarNet.

Supervisors will be expected to outline internship objectives, determine goals, review accomplishments regularly, and complete midterm and final supervisory evaluations. If the internship is paid, then employers must clearly outline all guidelines and terms of payment PRIOR to the beginning of the internship. Columbus State University and the Communication Department are not responsible for ensuring payment or identifying paid internships; these responsibilities rest with the employer and the student.

Internships for Spring and Fall begin the first week and end the last week of the semester, totaling 15 weeks at 10 hours a week. Summer internships can start in May or June, but have to total 150 hours to receive credit. Internships are graded on a Satisfactory/ Unsatisfactory basis (these ratings do not impact GPA). These grades are determined by the employer's evaluation form and the required student weekly blogs student interns submit each week to document their learning experiences in the performance of their internship responsibilities for that week. The evaluation form and the student's assignments are due no later than the last day of class during the enrolled semester.

Expectations

Once you have committed to your internship experience, your next step is to register for the COMM 3698 or 4698 Internship course and to speak with the Department Chair about the required weekly blog / vlog submissions you will submit during your internship experience. Finally, it is important to remember that you are representing Columbus State University and the Communication Department. Professionalism, demonstrated by your actions and your blog/vlog submissions is always expected and required.

Organizations

When you complete an internship through the Communication Department, you gain so much more than course credit. We work closely with many organizations and outreach programs in our community. Internships related to media, public relations, and general communication studies are all available. Through our Non-Profit and Civic Engagement center (NPACE), we have the ability to offer a wide range of communication services. Students utilize the Center for their internships and volunteer work by creating talk shows, shooting and editing video footage, creating radio broadcasts, writing press materials, and holding conferences and meetings. We encourage you to read our [intern blog](#) to see the wide range of internship possibilities that connect our department with the surrounding community.

Application

Download [Application Form](#)

Exit Assessment

COMM 4000. Communication Exit Assessment (0-0-0) Student must be a communication major with senior standing and 2.5 GPA in major. The student will prepare a portfolio representing his/her work from at least four communication or related courses. The portfolio may contain audio and visual materials as well as text. After the portfolio is satisfactorily organized, the student will have an interview with a faculty panel. Satisfactory completion of this course is required for graduation. (S/U grading.) (Course Fee Required)

Communication Exit Assessment Overview

1. **Purpose of exit assessment**
 - a. Requires faculty regularly to assess the communication program
 - b. Provides students with an opportunity to reflect on their achievements and to practice selecting, organizing and presenting those achievements in a professional manner as one might do on a job interview.
2. **What is expected?**
 - a. Portfolio
 - b. 5-7 minute oral presentation supported by visual aids
 - c. Response to faculty questions in a poised and knowledgeable manner.
3. **Portfolio**
 - a. Table of Contents
 - b. Resume
 - c. Portfolio Summary Sheet - The Portfolio Summary Sheet will provide a general overview of the portfolio. In several paragraphs (demonstrate critical thinking skills), the student should give a general introduction describing the exhibits and their relationship to satisfying the requirement of demonstrating the student's proficiency in the identified objectives specific to their concentration (Depending upon concentration, these will include most of the following: communication skills, production skills, research skills, critical analysis skills, adaptability, and knowledge of communication)

and method of organization used to present the material in the portfolio. This same approach or concept can also be used in designing the presentation.

- d. A **minimum of four** projects (representing at least four upper-division communication or related courses) presenting the student's proficiency in the areas covered by the department's objectives. All exhibits should represent courses at **the 3000 level or above** unless a substitution is approved by exit facilitator. The portfolio may contain audio and visual materials as well as text.
 - For example, depending upon the specific outcomes of your concentration, one project could present a communication theory, one could present an original research project, one could show production skills and one can represent any project the student believes demonstrates his/her proficiency in meeting the departmental curriculum objectives.
 - Represent your best skills and demonstrate the depth and breadth of your knowledge. If you wish to show personality and creativity, do so within your projects.
 - When considering which projects to report, favor projects which demonstrate skills and knowledge that would impress people internal (e.g., faculty) and external (e.g., supervisor, recruiter, interviewer) to the institution.
 - Each project should be prefaced by an introduction page that describes the project, places it into context (course and assignment), and explains how the project demonstrates the student's proficiency in one or more of the objective areas.
 - **Learning Outcomes** by program concentration
 - *Communication Studies*: research skills, adaptability, knowledge of communication, and critical thinking skills
 - *Integrated Media*: production skills, adaptability, knowledge of communication, and critical thinking skills
 - *Public Relations*: production skills, research skills, adaptability, and critical thinking skills
- e. Binder (should have a professional look). Use appropriate tabs. No plastic sheets.
- f. CD/DVD Training: **Upon request**

4. **Presentation**

- a. Content - The presentation should demonstrate that the student has been successful in achieving the curriculum objectives established by the department for development in the areas of communication skills, production skills, research skills, adaptability in responding to people, situations, and knowledge of communication.
- b. Oral Presentation and Visual Production – Students should adopt a professional speaking manner and support the content of the presentation with visual aids and presentation technology appropriate for a business or professional setting.
- c. Balanced Approach – The content and ideas expressed in the presentation should be equally balanced with the demonstration of production skills. A sophisticated visual presentation with poorly organized ideas or a well-prepared message supported by unprofessional visual aids will both fall short in providing the best professional platform to communicate student's accomplishments.

5. **Steps during the 30-minute exit exam session**

Step 1: A student presentation (5-7 minutes) that exhibits critical thinking skills and focuses in-depth on demonstrating proficiency in the curriculum objectives as presented in the portfolio. The student should have a complete command of the purpose, concept, and execution of the projects and their application to his/her career choice. Students will be assessed on their critical analysis of the projects' career relevance and thoroughness of understanding of the curriculum objectives. (time limit enforced by the faculty chair)

Step 2: Faculty-student interview (10-15 minutes; time limit enforced by the faculty chair)

Step 3: Faculty committee deliberation and agreement on recommendations.

Step 4: Communication of faculty decision with student. Additional faculty feedback as time permits.

6. **Corrections by student, if needed.**

- a. e exit facilitator determines the completeness of the portfolio in meeting the established criteria outlined above. The student can correct any deficiencies prior to the final submission deadline.
- b. Students will not be allowed a second presentation.
- c. Students must demonstrate a good faith effort in responding to the faculty panel.

7. **Faculty Committee Role**

- a. Advance Preparation - Faculty members review student portfolios and may wish to review student transcripts to compare how the exit material compares with the student transcript.
- b. Active Listening – Faculty members listen to the presentation and note any areas for comments or questions.
- c. Exit Exam Questions – Faculty members ask questions based upon the content of the portfolio that may: 1) obtain clarification, 2) further explore a topic presented or referenced, 3) solicit feedback on the department's curriculum and teaching, and 4) prompt or challenge student to engage in further thinking in a particular direction.
- d. Participation in Decision Making – Faculty members decide whether or not the student satisfactorily completed Department of Communication assessment program requirements regarding the portfolio and the oral exit exam.

8. **Administrative Duties of the Panel Chair**

- a. Bring student binder, transcript and signature sheet to the presentation session.
- b. Call the presentation session to order.
- c. Manage the timing of the session.
- d. Excuse the student when time for the panel to deliberate and take the text-lg in delivering the panel's decision to the presenter (other panel members also may participate).
- e. Collect committee signatures.
- f. Return the binder to the presenter after confirming CD/DVD is complete.
- g. Deliver the signature sheets to the department secretary.