

ED 977: Field Experience in Higher Education (1 credit) Spring 2012

Instructor: Paul Brown
E-mail: brownxx@bc.edu
Place: Campion 235
Office Hours: Tuesdays 2:00-4:00, and by appointment
Please sign-up for times here: <http://bit.ly/pbofficehours>

Course Description:

This course is a guided practicum experience for students enrolled in the higher education program. The field experience requires supervised field work at a higher education institution or agency and participation in a regularly scheduled internship seminar. Fieldwork is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers professional skills development and related fieldwork issues to theory and research in higher education. A strong emphasis will be placed on class participation and sharing internship experiences with fellow classmates. In addition, the spring semester will focus on applying fieldwork experience to transitioning into a full time position in the field.

Course Objectives:

Students will:

- Develop a thorough understanding of a functional area of higher education administration.
- Explore the relationship of administrative practice to the theory and research literature of higher education.
- Strengthen professional skills.
- Develop an understanding of current issues and challenges in administrative practice.
- Understand the job search and job preparation process.
- Become a reflective practitioner.

Expectations:

Attendance and participation: Each student is expected to come to class prepared, having read the readings, completed class assignments, and ready to share his or her experiences, perspectives, questions, and insights. Students are expected to discuss and debate issues and participate in class exercises. Any absence from class may lower your grade due to the limited number of class meetings.

APA style: All formal work should utilize APA style as described in the *Publication Manual of the American Psychological Association*, 6th edition.

Ethical practices: Abide by the university's academic honesty policy when completing any and all class assignments. You may access the policy at <http://www.bc.edu/integrity>

Timeliness of work: Students are expected to complete all required readings and assignments as scheduled. Late assignments will most likely result in the lowering of a student's grade.

Special needs: Boston College students who need special resources to accommodate specific learning challenges should visit the Connors Family Learning Center www.bc.edu/connors (<http://www.bc.edu/connors>) or, for other special needs, one of the other offices at the university - for a list and email links (see <http://www.bc.edu/offices/odsd/disabilityservices/>). If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan (Kathleen.duggan@bc.edu) Associate Director, Academic Support Services, the Connors Family Learning Center (learning disabilities and ADHD) or Paulette Durrett (paulette.durrett@bc.edu), Assistant Dean for Students with Disabilities (all other disabilities). Advance notice and appropriate documentation are required for accommodations.

Religious holidays: Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor as soon as possible of any of the intended absences for religious observances.

Snow policy: If a heavy snowstorm or other emergency necessitates cancellation of classes students should tune in to WBZ Radio (1030-AM), WBZ-TV (Channel 4), or WCVB-TV (Channel 5) between 6:30 a.m. and 8:30 a.m. Students may also call (617) 552-INFO for information on an emergency closing or early release. Announcements will also be posted on the [BCInfo](#) (formerly InfoEagle) web page, as well as the recently created BC/prepared website at bc.edu/prepare. If classes have OFFICIALLY been cancelled by Boston College, class will not be held. If classes are not canceled, but you have weather-related attendance concerns, please contact me. The syllabus includes "Snow Day Make-Up Class" dates that will be used in the event we need to cancel a class. Please hold these in your schedule.

Instructor responsibilities: Students should expect that the instructor for this course will:

- Be prepared for class, read and return students' work in a timely manner, and be interested and engaged in students' work.
- Remember that each student brings a different background, experience, and perspective to the course.
- Learn from the students.
- Help students identify additional resources as needed.
- Meet with students individually or in groups upon request and be available in person, by telephone, and by e-mail.
- Work hard, and empower students to produce high-quality work.

Course Evaluation and Assignments

Class Participation	10%
Personal Philosophy Statement	20%
Assignments	40%
• Final Cover Letter and Resume (10%)	
• Online Resume (10%)	
• Interview Preparation Sheet (10%)	
• Informational Interview (10%)	
Final Reflection	30%
Supervisor Evaluation	0%

Class Participation (10%): You are expected to participate in class discussions and group work in a manner that demonstrates thoughtful reflection and understanding of the subject matter as well as respect for your colleagues in the class. In order to participate meaningfully, you must come to class having completed all of the readings and assignments. Failure to do so will not only jeopardize your grade, but will impair your classmates' ability to work with you during discussion/group work activities. Moreover, because this class only meets five times, absences will not be tolerated (with the exception of emergencies or religious observances).

- Class participation also includes participating in one individual meeting during the course of the semester to talk about your individual field experience and job search experience. Your individual meeting must occur between February 28th and April 10th. You may also schedule an additional meeting after April 10th should you wish.
- We will be experimenting with using Twitter to stay in communication over the course of the semester. An overview of Twitter will be provided during our first class meeting. Students may use a current Twitter account they may have or create a special one for use in this course. Students are expected to post to Twitter at least once a week with the hashtag #bcfieldexp. Students may use their posting to share articles, job postings, advice, support and questions for their peers. Please remember that these tweets are public!

Personal Philosophy Statement (20%)

During a job interview process, you will need to be able to articulate your own professional philosophy of higher education and/or student affairs. For this assignment, you are expected to write a three-page statement on your philosophy that includes your values, beliefs and perspectives as they relate to your work. You should synthesize your classroom learning to date by demonstrating how you integrate it into your own thinking and practice. This statement should be written in a style such that you could send it along with your application materials for a job posting.

Assignments (40%): You are expected to complete four assignments, each worth 10%. The assignments will include:

1. Final Cover Letter and Resume – Students will need to identify a job posting for a position of interest. Students will then create a cover letter and resume to use in applying for this job. On the due date, students will need to submit a copy of the position posting/description along with their cover letter and resume.
2. Online Resume – Students will create an online resume/website to serve as their professional “portal” on the web. During class, students will be provided with a demonstration of flavors.me and about.me as potential sites for these portals. If a student already has a webpage they use as their professional site, or if they want to use a different service, they may meet with the instructor to discuss alternate arrangements.
3. Interview Preparation Sheet – This handout (available on BlackBoard) contains a series of questions to help you prepare for your mock interview.
4. Informational Interview and Reflection – You must interview someone who holds a position in which you are specifically interested (you cannot interview your supervisor). Be creative, think outside of the box, and remember that this is a networking opportunity. After completing your interview, write a 1-2 page reflection on your experience. Ideas to think about:
 - How easy/difficult was it to set up this interview?
 - How did the interview go? Did you enjoy meeting with this person?
 - What did you learn about this position and/or the field of higher education in general?
 - Are you still interested in the position?

Final Reflection (30%): You will be expected to write a 5 page final reflection. Your reflection should be **thoroughly proofread, free of grammatical errors, and contain appropriate usage of APA citations (if applicable)**. This reflection should incorporate all your experiences thus far (for example your field experience job search process (or summer internship search), but focus more on looking to the future. Some ideas/themes to consider:

For graduating students:

- How would you describe your overall placement experience?
- How has this position prepared you for higher education or your next professional step? How will you apply your field placements experiences and skills to your first professional experience?
- In hindsight would you have done anything differently? In your placement, in your coursework, in your job search process?
- How will you manage your transition between graduate school and your next professional career?
- How will you prepare for your new career?
- What are you most nervous and most excited about in starting your new career?
- Do you feel prepared to start this new chapter of your life?

For first years:

- How would you describe your academic journey through the program to date?
- How would you describe your overall placement experience this year?
- How has this position prepared you for your second year in your placement? How will you approach your second year in your placement based on what you learned this year?
- How will you manage your transition between your first and second year? What will the summer months bring for you?
- What are you most nervous and most excited about in starting your second year of the program?
- What do you want to learn next year that will prepare you to be a marketable candidate upon graduation?

Supervisor Evaluation (0%) At the end of the semester, supervisors will complete an evaluation of student performance and contributions at the internship site for the Spring 2012 semester. **All supervisor evaluations must be returned by Friday, May 4th.**

Grading Scale

A	94-100
A-	90-93.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D	65-69.9
F	<64.9

Readings for purchase:

Amey, M., & Reesor, L. M. (Eds.). (2009). *Beginning your journey: A guide for new professionals in student affairs*, (3rd ed.). Washington, DC: National Association of Student Personnel Administrators.

Readings available on BlackBoard from:

- Beeler, K. D. (1991, Winter). Graduate student adjustment to academic life: A four-stage framework. *NASPA Journal*, 28(2), 163-171.
- Magolda, P. M., & Carnaghi, J. E. (2004). *Job one: Experiences of new professionals in student affairs*. Washington, DC: American College Personnel Association. (Chapter 7).
- Renn, K. A., & Hodges, J. P. (2007). The first year on the job: Experiences of new professionals in student affairs. *NASPA Journal*, 44(2), 367-391.
- Robbins, A., & Wilner, A. *Quarterlife Crisis: The unique challenges of life in your twenties*. New York: Tarcher Putnam. (Introduction and Chapter 1).

Schedule

Date	Topic	Assignments Due
January 17	Vision and Values Understand your career values, what you hope to accomplish in your job search, and how we can support each other during this process	Reading(s): <ul style="list-style-type: none"> • Beginning Your Journey: Chapter 8 • Quarterlife Crisis: Introduction and Chapter 1
January 24	Comprehensive Exam Information Session	This is only for students intending to take their comprehensive exams. This is just an FYI. It will start at our normal class time in our normal room (Campion 235)
January 31	The Job Search Crafting a resume and cover letter and Job Searching 101.	Reading(s): <ul style="list-style-type: none"> • Beginning Your Journey: Chapter 10 • Watch the video (1 hour) here: http://breakdrink.com/conference/managing-job-search-communications/ (Link also under “Readings” on BlackBoard) Assignment(s): <ul style="list-style-type: none"> • Personal Philosophy Statement • Find a position that you are interested in applying for, create a mock cover letter. • Bring your most up-to-date resume.
February 7	Snow Day Make-Up Class	In the event one of our classes is canceled due to snow. Pleased hold this time on your schedule for a make-up class.
February 14	Marketing Yourself Professionalism, networking and interviewing	Reading(s): <ul style="list-style-type: none"> • Beginning Your Journey: Chapter 6 • The First Year on the Job (Renn and Hodges) Assignment(s): <ul style="list-style-type: none"> • Finalized resume and sample cover letter. • Interview preparation sheet.
February 21	Snow Day Make-Up Class	In the event one of our classes is canceled due to snow. Pleased hold this time on your schedule for a make-up class.
February 28	Mock Interviews A chance to practice your interview skills with a current professional from a functional area in	Reading(s): <ul style="list-style-type: none"> • Review the 2011 Conference Books (Available on BlackBoard) • Review all the content on the BC Career Center site’s tips regarding interview skills: http://www.bc.edu/offices/careers/skills/interview.html • Read this article on phone interviews:

	<p>which you wish to work. In addition, concurrent sessions will run. One on conference prep, and the other TBD.</p>	<p>http://jobsearch.about.com/cs/interviews/a/phoneinterview.htm</p> <p>Assignment(s):</p> <ul style="list-style-type: none"> • Electronic Resume
<p>April 10</p>	<p>Endings and Beginnings Wrapping up your Field Experience Placements on a good note, transitioning, salary negotiation and starting a new job.</p>	<p>Reading(s):</p> <ul style="list-style-type: none"> • Beginning Your Journey: Chapter 7 • Job One: Chapter 7 – The Perfect Job • Graduate Student Adjustment to Academic Life: A Four-Stage Framework (Beeler) <p>Assignment(s):</p> <ul style="list-style-type: none"> • Informational Interview
<p>April 24</p>		<p>Assignment(s):</p> <ul style="list-style-type: none"> • Final Reflection