

ED 975/976
Field Experience in Higher Education (2 credits)
Fall 2011

Instructor: Heather T. Rowan-Kenyon, Ph.D., 227 Campion
E-mail: rowanken@bc.edu
Time: W 7:00-9:30 (see course schedule for specific meeting dates)
Place: Campion 139/Campion 016/Campion 300
TFs: Michele Brown Kerrigan, 240 Campion, brownhl@bc.edu
Paul Brown, 240 Campion, brownxx@bc.edu
Office Hours: Heather: Tuesday 11-1, by appointment
Michele: Wednesday 3-5, by appointment
Paul: Tuesday 1-3, by appointment

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. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers professional skills development and related field work issues to theory and research in higher education. A strong emphasis will be placed on class participation and sharing internship experiences with fellow classmates.

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.
- Become a reflective practitioner.

Expectations:

1. 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.

2. APA style

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

3. 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/offices/stserv/academic/resources/policy.html#integrity>

4. 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.

5. 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/resources.html>). 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.

6. 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.

7. 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; and
- Work hard, and empower students to produce high-quality work.

Course evaluation and key assignments:

Evaluation

Class Participation-10%

Development of Learning Goals-10%

Hot Topic Presentations-30%

Mid-semester Reflection-20%

Final Reflection-30%

Supervisor Evaluation-0% [While your supervisor evaluation is not a part of your point total for the class, students must submit this evaluation in order to receive a grade in the class. It is expected that students will meet the expectations of their placement supervisor.]

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.

Class participation also includes participating in an individual meeting during the course of the semester to talk about your individual experience. Each student needs to schedule **ONE** 30 minute appointment with your assigned instructor by October 6th.

Development of Learning Goals (10%)

Due Date: Draft Group 1- September 14th Draft Group 2- September 21st Final: Sept. 28th

Write a 2-3 page document outlining your learning goals for your field experience placement for the semester and how you plan to achieve them. It is strongly recommended that you develop these learning goals in collaboration with your supervisor. Assignment rubric available on BlackBoard, along with 2 sample papers.

Hot Topic Presentation (30%)

Due Date: Varies

Rationale: To learn about the different functional areas frequently associated with higher education and the issues related to these areas.

Guidelines: Prepare an 8 minute Powerpoint presentation that covers the following:

- Briefly describes the unit in which you are doing your field experience placement and what you are doing there.
- Select a news article (e.g. from *The Chronicle of Higher Education*, Inside HigherEd,) that relates to your functional area. [This article should be sent to class members by 5pm Monday on the week that you present.] Provide a brief overview of the issue and describe how it relates to your functional area and placement location. What background information helps to inform your understanding of this issue? How does this information impact your work, the work of your office, and/or the institutional context that you operate in? What recommendations would you make for dealing with the issue?
- Prepare 2-3 guiding questions that will help to facilitate conversation about your issue. [Conversation may go beyond your 8-minute window]

Mid-semester Reflection (20%)

Due Date: October 19th

Write a 3-5 page paper about your field experience to date. Topics that you may want to address include:

1. Compare your experience so far with your learning goals. What are you accomplishing? What have you not yet addressed? What do you need to do to be sure that your goals are achieved? Are there changes you think need to be made in your internship to make it more successful for you?
2. How would you describe your relationship with your Supervisor? How much time are you spending with him/her? What is the nature of the time you spend together?
3. What have been your biggest rewards and challenges in your placement so far this semester? What has happened that you did not expect?
4. How do you see yourself working in this functional area in the future? What makes this a good match/not so good match for you? What in particular have you learned about your professional interests and your professional skills by working in this area?
5. What have you learned thus far about the institutional culture and/or political map of where you are working?

Final Reflection (30%)

Due Date: December 12th

Write a 5-7 page paper about your field experience to date. Topics that you may want to address include:

1. A BRIEF summary what you did (please limit this to one page).
2. How has your perspective about the field of higher education as a profession been affected by this experience? How has your placement connected with your coursework? In what ways could your placement better connect with your coursework? Be specific.
3. Assess your skills for and interest in working in this functional area. If you don't think you wish to continue in this area, include commentary on how your knowledge of this area will enhance whatever particular interest you do have.
4. Evaluate your performance. How well did you reach your goals? How active were you in creating a good learning experience for yourself? How well were you able to adapt to a new administrative setting, meet people, learn about the culture and goals of the office, and learn through your interactions? What do you think your supervisor will say about your performance in the internship? Be specific.
5. What are your goals for next semester in this position?
6. What would you have done differently if you could start this internship over? What should the Internship Coordinator and/or other students know about this site so that future experiences can be as successful as possible? Would you recommend it to future interns? What were its strong points and what, if anything, would you suggest changing?

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 Fall 2011 semester. **All supervisor evaluations must be returned by December 14th, 2011.**

Required Texts:

Amey, Marilyn and Reesor, Lori M. editors, Beginning Your Journey, National Association of Student Personnel Administrators, Third Edition, 2009. ISBN: 978-0-931654-61-9.

Additional readings will be found on Blackboard Vista.

CLASS SCHEDULE

Class 1- September 7th

Full Class Meeting

Introduction to the Course and the Field Experience Program

Course Introductions and Logistics

Review of the Syllabus

Developing Learning Outcomes

Professional Organizations

Readings:

Chapter 1 *Beginning Your Journey*

Class 2- September 14th

Group 1 Meets

Topic: Expectations, Transitions and Learning Goals

Readings:

Winston and Creamer-Supervision: Relationships that Support Learning

Assignment Due:

Hot Topic Presentations

Development of Learning Goals, 1st draft

Class 3- September 21st

Group 2 Meets

Topic: Expectations, Transitions and Learning Goals

Readings:

Winston and Creamer-Supervision: Relationships that Support Learning

Assignment Due:

Hot Topic Presentations

Development of Learning Goals, 1st draft

Class 4- September 28th

Full Class Meeting

Tips for New Professionals in Higher Education

Readings:

Chapters 3, 6, 11 in *Beginning Your Journey*

Assignment Due:

Development of Learning Goals, **final**

Class 5-October 5th

Group 1 Meets

Selected Topic:

Readings:

Assignment Due:

Hot Topic Presentations

Class 6- October 12th

Group 2 Meets

Selected Topic:

Readings:

Assignment Due:

Hot Topic Presentations

Class 7- October 19th

Full Class Meeting

Making Sense of Institutional History, Structure, and Culture

Readings:

Read Ch. 2 in *Beginning Your Journey*

Read Institutional Culture, Ch. 4 in Involving Colleges by George Kuh

Additional reading TBA

Assignment Due:

Mid-semester Reflection

Bring an organizational chart from your institution, including yourself, the staff in the particular office you work in, and relationship of the office to other relevant functional areas. Indicate formal and informal reporting and working relationships.

Class 8- October 26th

Group 1 Meets

Selected Topic:

Readings:

Assignment Due:

Hot Topic Presentations

Class 9- November 2nd

Group 2 Meets

Selected Topic:

Readings:

Assignment Due:

Hot Topic Presentations

Class 10- November 9th

Full Class Meeting

Collaborations between Student Affairs and Academic Affairs

Readings:

Ch. 5 in *Beginning Your Journey*

Kezar, Adrianna, "Documenting the Landscape: Results of a National Study on Academic and Student Affairs Collaborations," and Kezar, Adrianna, "Organizational Models and Facilitators of Change: Providing a Framework for Student and Academic Affairs Collaboration," in Understanding the Role of Academic and Student Affairs Collaboration in Creating a Successful Learning Environment." Adrianna Kezar, Deborah J. Hirsch and Cathy Burack, editors, Jossey-Bass,

No. 116, Winter 2001.

Haefner, J., & Ford, D. (2010). The double helix: A purposeful pathway to an intentional and transformational liberal education. *Liberal Education*, 50-55.

Assignment Due:

None

Class 11- November 16th

No class-ASHE Annual Meeting

Class 12- November 23rd

No class-Happy Thanksgiving

Class 13- November 30th

Group 1 Meets

Selected Topic:

Readings:

Assignment Due:

Hot Topic Presentations

Class 14- December 7th

Group 2 Meets

Selected Topic:

Readings:

Assignment Due:

Hot Topic Presentations

FINAL REFLECTION DUE ELECTRONICALLY TO INSTRUCTORS BY 5:00 PM ON MONDAY, DECEMBER 12th

Class 15- December 14th

Full Class Meeting-End of Class Celebration

Assignment Due:

Hard copy of supervisor evaluation due