

# **HED 560G**

## **Higher Education Fellowship Internship Experience (2 credits) Fall 2012**

Time: Thursdays 1:00-3:00pm (see course schedule for specific meeting dates)  
Place: Sullivan 306  
Instructors: Paul Brown, brownp@merrimack.edu  
Office Hours: By appointment

### **Course Description**

This course is designed to provide a dedicated space and time for discussion of issues related to the higher education fellowship. The focus of the course, in addition to the 25 weekly hours spent in the fellowship setting, is to reflect upon the experience of working in higher education, and to enable students to learn from one another in exploring the challenges and accomplishments of their work. The focus for the Fall term is to prepare students for their first year experience as a professional in higher education, and to that end, each class session will be preceded by a BlackBoard discussion, followed by course discussion focused on personal and professional development, achievement of goals related to the learning contract, and strategies for maximizing the Fellowship experience.

### **ACPA/NASPA Competencies Addressed in this Course**

In addition to the specific competencies identified in performance of one's fellowship, The ACPA/NASPA competencies related to this course include:

#### **Advising and helping**

- Facilitate reflection to make meaning from experience
- Facilitate problem-solving.
- Facilitate individual decision-making and goal setting
- Recognize the strengths and limitations of one's own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds).

#### **Ethical professional practice**

- Articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles
- Identify ethical issues in the course of one's job
- Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices

#### **Leadership**

- Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader
- Identify basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice
- Understand campus cultures (e.g., academic cultures, student cultures) and collaborative relationships, applying that understanding to one's work

- Think critically and creatively, and imagine possibilities for solutions that do not currently exist or are not apparent
- Articulate the logic used in making decisions to all interested parties
- Identify and introduce conversations on potential issues and developing trends into appropriate venues such as staff meetings

### **Personal Foundations**

- Identify one's primary work responsibilities and, with appropriate ongoing feedback, craft a realistic, summative self-appraisal of one's strengths and limitations
- Identify and describe personal and professional responsibilities inherent to excellence.
- Articulate meaningful goals for one's work

## **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.

### **APA style**

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

### **Ethical practices**

Abide by the university's academic honesty policy when completing any and all class assignments. "Academic misconduct includes all forms of cheating, lying and plagiarism; it includes the providing or receiving of assistance in a manner not authorized by the professor in material to be submitted for academic evaluation, or presenting as one's own the words or ideas of another person or persons for academic evaluation without proper acknowledgement."

### **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.

### **Accommodations**

If you believe that you need accommodations for a disability, please contact Elaine DiVincenzo, ADA Academic Coordinator, via email at [Elaine.DiVincenzo@merrimack.edu](mailto:Elaine.DiVincenzo@merrimack.edu) or by telephone at 978-837-5140. The ADA Office is located on the 3<sup>rd</sup> floor of the McQuade Library in the Center for Academic Enrichment. The ADA Office is responsible for coordinating disability related accommodations and will issue Accommodation Letters & Plans to students with documented disabilities.

### **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 Assignments

### **Attendance and work performance at fellowship site (60%).**

Each student will work an average of 25 hours per week in a designated fellowship setting throughout the fall semester, beginning on August 15th. Students will meet regularly with their supervisor to review their progress on projects, as well as to ask clarifying questions and be mentored by their supervisor. Students must be prompt, reliable and effective in their work, must exhibit professionalism, and be honest and forthright in all dealings with their supervisor and others in their fellowship site. Students will be assessed by their supervisors on this portion of their grade, and will also have the opportunity to complete a self-assessment of their own work and their site each semester.

### **Completion of the Learning Contract (20%).**

In the first course meeting, we will discuss the parameters of the learning contract, which is the vehicle used in the higher education program to track students' individual progress toward their fellowship goals for the year. The learning contract is developed in conjunction with the ACPA/NASPA Competencies for Student Affairs Professionals (2010), and will be completed by the student in consultation with their fellowship supervisor and their fellowship course instructor. **Students must meet with the instructor at least once between the first and second class meetings to review a draft of you learning contract. The completed contract must be submitted in class (with the fellowship supervisor's signature) by October 4th.**

### **Informational Interview (10%).**

You must interview someone who holds a position in which you are interested as a potential career option (you cannot interview your supervisor). After completing your interview, write a 2 page reflection on you experience. Be creative, think outside of the box, and remember that this is a networking opportunity.

Topics that you may want to address include:

- What did you learn from this individual? Did they provide any advice?
- What ideas or concepts did they mention that you hope to explore further?
- Would you be interested in a position similar to the one held by your interviewee in the future?

### **Final Reflection (10%).**

Write a 4 page paper about your fellowship experience to date. The purpose of this assignment is for you to reflect on and synthesize your experiences at your fellowship site.

Topics that you may want to address include:

1. How has your perspective about the field of higher education as a profession been affected by this experience? How has your fellowship connected with your coursework?
2. Evaluate your performance. How well did you reach your goals? How active were you in creating a positive learning experience for yourself? How well were you able to adapt to a new administrative setting, meet people, and learn the culture and goals of the office?
3. What are your goals for next semester in this position?
4. What would you have done differently if you could start this fellowship over? Did you set boundaries and find balance in your work?

# Class Schedule

September 6	<p><b>Topics:</b> Overview of the Learning Contract and the ACPA/NASPA Competencies Introduction to Professional Associations in the Field First Impressions Conversation</p>
October 4	<p><b>Topics:</b> Developing a Relationship With Your Supervisor</p> <p><b>Reading Required:</b> Winston, R. B., Jr., &amp; Creamer, D. G. (2002). Supervision: Relationships that support learning. In D. L. Cooper, S. A. Saunders, R. B. Winston, Jr., J. B. Hirt, D. G. Creamer, &amp; S. M. Janosik. <i>Learning through supervised practice in student affairs</i> (pp. 65-96). New York, NY: Brunner-Routledge.</p> <p><b>Assignment(s) Due:</b> Learning Contract</p>
November 1	<p><b>Topics:</b> Mentoring, Networking</p> <p><b>Reading Required:</b> Ressor, L. M., Bagunu, G., &amp; Hazley, M. (2009). Making professional connections. In M. J. Amey &amp; L. M. Ressor (Eds.), <i>Beginning your journey: A guide for new professionals in student affairs</i> (3rd ed., pp. 109-131). Washington, DC: National Association of Student Personnel Administrators.</p> <p><b>Assignment(s) Due:</b> Informational Interview</p>
December 6	<p><b>Topics:</b> Balance and Boundaries Reflecting on the Semester Looking Ahead</p> <p><b>Reading Required:</b> Linder, K. (2011). Why do student affairs educators struggle to set professional boundaries? In P. M. Magolda &amp; B. B. Baxter Magolda (Eds.), <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue</i> (pp. 434-452). Sterling, VA: Stylus Publishing.</p> <p><b>Assignment(s) Due:</b> Final Reflection</p>