

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

Spring 2013

Instructor: Paul Brown
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Place: Campion 016 (Campion 139 for combined classes)
Office Hours: Wednesdays 5:30-7:00, and by appointment
Please sign-up for times here: officehours.paulgordonbrown.com

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%
Journals (5)	25%
Cover Letter and Resume	10%
Interview Preparation Sheet	0%
Assignments (Choose 3)	30%
Final Reflection	25%
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 you 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.

Journals (25%)

Write a minimum 2 page journal entry about your placement experience and/or job search. These journals are meant to be useful for you and as a means for your instructor to provide you with feedback and suggestions. The best journal entries focus less on the description of events and situations and instead focus on critically analyzing and exploring topics that have arisen. Examples of topics you may wish to journal about include:

1. A difficult work experience you want to reflect on, explore, or understand better.
2. A new idea, theory or concept you want to explore further or apply to your practice.
3. The group dynamics in your office and/or your relationship with your supervisor.
4. A professional development experience you attended or are planning to attend.
5. Any aspect about your job search process you want to reflect on and evaluate.

Optional: Blogs can be a great way to establish a professional presence online and make connections with others. If you would like to develop a professional blog, you can write blog entries for your journal assignments in lieu of handing in paper copies. If you choose this option, you should email your instructor the link to your blog entry before class. Remember that blog entries are public documents, therefore you should be "diplomatic" in sharing your experiences and not share anything you would not want to be read by your supervisor, your colleagues, or your mother.

Cover Letter and Resume (10%)

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.

Interview Preparation Sheet (0%)

This handout (available on BlackBoard) contains a series of questions to help you prepare for your mock interview. This is graded credit/no credit. Deductions for not completing it will be taken from class participation.

Assignments (30%): You are expected to complete three assignments, each worth 10%. At the beginning of the semester, you will choose three of the following options (note that each have different due dates):

1. Case Study Competition – Students choosing this will participate as a team in the StudentAffairs.com Virtual Case Study Competition. Requirements for participation include entering as a 3-4 person team. Students should determine their teammates when they select this option. After approval from the instructor, students must register online by Friday, January 25. The content of the case will be sent to teams on Monday, January 28. Submissions are

due Friday, February, 22 by 9pm. They should also be emailed to the instructor at this time for grading. All students in the group will receive the same grade for the assignment. More details on the competition can be found here: <http://studentaffairs.com/vcs/> Registration requires my information, which is as follows: Educational Leadership/Higher Education, Campion Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467, 202-215-1012, brownxx@bc.edu.

2. Online Resume – Students will create an online resume/website using Wordpress to serve as their professional “portal” on the web. At a minimum, this site should include your resume, a brief biography, and at least one blog post/thought piece. If a student wants to use a different service other than Wordpress, they may meet with the instructor to discuss alternate arrangements.
3. Informational Interview and Reflection (May do up to twice) – 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 minimum 2 page reflection on you experience. Ideas to think about:
 - a. What did you learn about this position? Do you believe it would be a good “fit” for you?
 - b. What general advice did the professional provide and how would you incorporate this into your own practice?
 - c. How has your outlook changed as a result of this interview?
4. Conference Proposal – Students will prepare a conference proposal using the same submission format required for educational sessions at the ACPA National Convention. The format is provided on BlackBoard. The topic of the presentation may be of the students choosing and will be graded on the quality of the proposal.
5. “What I Learned” Presentation – Students choosing this option will prepare a 10 minute formal PowerPoint presentation and present it during the last class of the semester. These presentations are meant to be comprehensive summaries of the most important lessons you learned in your field experience placement and throughout your coursework. (Due to a limited amount of time during our last class meeting, there is a limit on the number of students who may choose this option. If too many choose this option, the instructor may inform some students to pick a different assignment choice.)

Final Reflection (25%): 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 2013 semester. **All supervisor evaluations must be returned by Friday, April 26th.**

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 available on BlackBoard from:

- 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.
- 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 16 & January 23	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"> Quarterlife Crisis: Introduction and Chapter 1
January 30 & February 6	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"> Journal Entry 1 (due on the day your class meets sent via email prior to class) Find a position that you are interested in applying for, create a mock cover letter. Bring your most up-to-date resume.
February 13 (Both Classes)	Marketing Yourself Professionalism, networking and interviewing	The first half of this class will be a panel presentation on marketing yourself, networking, and the job search process. Reading(s): <ul style="list-style-type: none"> The First Year on the Job (Renn and Hodges) Assignment(s): <ul style="list-style-type: none"> Finalized resume and sample cover letter. <i>Interview preparation sheet (if chosen)</i>
February 20 (Both Classes)	Mock Interviews A chance to practice your interview skills with a current professional from a functional area in which you wish to work. In addition, concurrent sessions will run.	Reading(s): <ul style="list-style-type: none"> 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: http://jobsearch.about.com/cs/interviews/a/phoneinterview.htm Assignment(s): <ul style="list-style-type: none"> <i>Online Resume (if chosen, link e sent via email prior to class)</i>
February		Assignment(s):

27 (Both Classes)		<ul style="list-style-type: none"> Journal Entry 2 (emailed by midnight)
March 13 (Both Classes)		Assignment(s): <ul style="list-style-type: none"> Journal Entry 3 (emailed by midnight)
March 27 (Both Classes)		Assignment(s): <ul style="list-style-type: none"> Journal Entry 4 (emailed by midnight) <i>Informational Interview (if chosen, emailed by midnight)</i> <i>Conference Proposal (if chosen, emailed by midnight)</i>
April 10 & April 17	Endings and Beginnings Wrapping up your Field Experience Placements on a good note, transitioning, salary negotiation and starting a new job.	Reading(s): <ul style="list-style-type: none"> Job One: Chapter 7 – The Perfect Job Graduate Student Adjustment to Academic Life: A Four-Stage Framework (Beeler) Assignment(s): (due on the day your class meets sent via email prior to class) <ul style="list-style-type: none"> Journal Entry 5 <i>What I Learned Presentations (if chosen)</i>
April 24		Assignment(s): <ul style="list-style-type: none"> Final Reflection (emailed by midnight)