

HED 560G

Higher Education Fellowship Internship Experience (2 credits) Fall 2012

Time: Tuesdays 1:00-3:00pm (see course schedule for specific meeting dates)
Place: Sullivan 104
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*, 6th 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 or by telephone at 978-837-5140. The ADA Office is located on the 3rd 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.

Journal Entries (20%).

Write a minimum 2 page journal entry about your fellowship 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.

Resume and Cover Letter (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.

What I Learned Presentation (10%).

Students will prepare an 8 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 fellowships and throughout your coursework.

Class Schedule

Date	Topic	Assignments Due
January 22	<p>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</p> <p>The Job Search Crafting a resume and cover letter and Job Searching 101.</p>	<p>Reading(s):</p> <ul style="list-style-type: none"> Quarterlife Crisis: Introduction and Chapter 1 <p>Assignment(s):</p> <ul style="list-style-type: none"> Find a position that you are interested in applying for, create a mock cover letter. Bring your most up-to-date resume.
February 5	<p>Interviewing Practice interview skills, learn tips and understand how to prepare yourself.</p>	<p>Reading(s):</p> <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) <p>Assignment(s):</p> <ul style="list-style-type: none"> Journal Entry 1 (sent via email prior to class) Finalized resume and sample cover letter.
February 26	<p>Marketing Yourself Professionalism, networking and creating a personal brand</p>	<p>Reading(s):</p> <ul style="list-style-type: none"> The First Year on the Job (Renn and Hodges) <p>Assignment(s):</p> <ul style="list-style-type: none"> Journal Entry 2 (emailed by midnight)
March 13		<p>Assignment(s):</p> <ul style="list-style-type: none"> Journal Entry 3 (emailed by midnight)
April 2 27		<p>Assignment(s):</p> <ul style="list-style-type: none"> Journal Entry 4 (emailed by midnight)
April 16	<p>Endings and Beginnings Wrapping up your experience.</p>	<p>Reading(s):</p> <ul style="list-style-type: none"> Job One: Chapter 7 – The Perfect Job <p>Assignment(s):</p> <ul style="list-style-type: none"> <i>What I Learned Presentations</i>
April 24		<p>Assignment(s):</p> <ul style="list-style-type: none"> Final Reflection (emailed by midnight)