

HED 560G

Higher Education Fellowship Internship Experience (4 credits) Spring 2015

Time: Tuesdays 4:00-6:00pm (see course schedule for specific meeting dates)
Place: O'Reilly 103
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 Spring term is to prepare students for their job search and beginning their first professional positions. Additionally, each fellow is required to meet with the instructor and their supervisor twice during the course of the semester: at the beginning and mid-term point.

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

Learning Contract Revisions (10%).

Professional Portfolio (40%).

Students will create a reflective online portfolio of their fellowship and overall experiences in the Higher Education program. To create these portfolios, we will be using Wordpress. The last hour of each class session will be dedicated to teaching you the basics of Wordpress and workshopping your portfolios.

At a minimum, your portfolio must include the following sections: (1) About Me, (2) Professional Philosophy, (3) Resume, (4) Professional Development, (5) Capstone, (6) Professional Competencies (Reflection and Artifacts).

Sample Online Portfolios/Presences:

<https://jackkorpobcsdcportfolio.wordpress.com> (we are modeling ours after this site)

<http://pmaxquinn.net/competence/>

What I Learned Presentation (10%).

Students will prepare a PechaKucha style presentation and present it during the last classes of the semester. These presentations are meant to be summaries of the most important lessons you learned in your fellowships and throughout your coursework.

PechaKuchas are a presentation style that entails 20 slides each set to advance automatically every 20 seconds. Therefore, everyone's presentations should be exactly 6 minutes and 40 seconds. This style of presentation requires good timing and a lot of practice because once you hit start you must continuously talk for the entire time.

You can find examples of PechaKuchas on ACPA's YouTube page:

<https://www.youtube.com/watch?v=0WxeJBVC01Y&list=PL7h75FgYrxoUHpDp1gwKKZdjXJEMZ-utP>

The following blog post will also give you tips on creating and delivering your PechaKucha:

<http://paulgordonbrown.com/2014/12/13/your-ultimate-guide-to-giving-pechakucha-presentations/>

Self assessment and site supervisor assessment (20% each; 40% total).

Students will be asked to complete an assessment of their performance this semester, closely linked to accomplishment of the goals outlined on the learning contract. In addition, students will be required to submit an environmental assessment of their worksite, as well as an evaluation of their supervisor's work supporting their learning goals. These assessments are essential to determining the student's grade for the semester, and thus **must** be submitted in a timely manner at the last class meeting.

Class Schedule

Date	Topic	Assignments Due
January 20	Moving In	Reading(s): <ul style="list-style-type: none"> Quarterlife Crisis: Introduction and Chapter 1 Assignment(s): <ul style="list-style-type: none"> Create a Word press Account
February 3	Moving In	Reading(s): <ul style="list-style-type: none"> Job One: Chapter 7 – The Perfect Job Assignment(s): <ul style="list-style-type: none"> Learning Contract Revisions (sent via email prior to class) Portfolio: About Me
February 17	Interviewing	Reading(s): <ul style="list-style-type: none"> None Assignment(s): <ul style="list-style-type: none"> Portfolio: Professional Philosophy
February 24	Mock Interviews	Reading(s): <ul style="list-style-type: none"> None Assignment(s): <ul style="list-style-type: none"> Portfolio: Resume and Professional Development
March 17	Moving Through	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"> Portfolio: Capstone
April 7	Moving Out	Reading(s): <ul style="list-style-type: none"> None Assignment(s): <ul style="list-style-type: none"> Portfolio: At least half of the professional competencies <i>What I Learned Presentations</i>
April 21	Moving Out	Reading(s): <ul style="list-style-type: none"> None Assignment(s): <ul style="list-style-type: none"> Self/Site Evaluation Complete Professional Portfolio <i>What I Learned Presentations</i>