

# **HED 561**

## **Higher Education Fellowship Internship Experience (4 credits) Fall 2014**

Time: Tuesdays 4:00-6:00pm (see course schedule for specific meeting dates)  
Place: O'Reilly 109  
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 focus on personal and professional development, achievement of goals related to the learning contract, and strategies for maximizing the Fellowship experience. 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*, 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

### Completion of the Learning Contract (30%).

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. **An orientation to the Learning Contract will take place at the first fellowship meeting; the completed contract must be submitted including the fellowship supervisor's signature.**

### 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.

### Hot Topics Presentation (10%).

Each student will lead a class session for 10 minutes that introduces the functional area and office in which they work, and facilitate a discussion on a contemporary issue facing their area of higher education.

The Friday before their assigned class session, students will select a news article (e.g. from The Chronicle of Higher Education, Inside HigherEd, etc.) that relates to issues found in their fellowship site and email it to the instructor and their classmates. Everyone is expected to read this article prior to Tuesday's class.

During the class session students will develop and present a presentation/lecture that:

1. Briefly describes the office in which they work, the work responsibilities of their fellowship, and general information about their functional area. (2-3 minutes)

2. Introduce and review the issue(s) present in the selected article and how they relate to the student's fellowship site and functional area. (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?) (7-8 minutes)

As time allows, students will open the floor for discussion amongst their peers to better understand the student's functional area and the issue(s) present in the selected article.

**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 order to better understand their own style and strengths in the fellowship, all students will complete the Meyers Briggs Type Inventory (MBTI). 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. Midterm meetings between the instructor, student, and site supervisor are designed to establish progress on goals to date, and to set up the student to make additional progress in the second half semester.

## Class Schedule

**\*We do not meet every week, but please hold this time open for special events.**

September 9	<p><b>Topics:</b>          Overview of the Learning Contract and the ACPA/NASPA Competencies          Introduction to Professional Associations in the Field          First Impressions Conversation          Understanding Reflective Writing</p>
September 23	<p><b>Topics:</b>          Expectations of Your Supervisor          Developing a Relationship With Your Supervisor          Learning Contract Workshop</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.          Ignelzi, M. G., &amp; Whitely, P. A. (2004). Supportive Supervision For New Professionals. In Magolda, P. M., &amp; Carnaghi, J. E. (Eds.). <i>Job one: Experiences of new professionals in student affairs</i>. Washington, DC: American College Personnel Association. (Chapter 8).</p> <p><b>Assignment(s) Due:</b>          Journal #1</p>

September 30	<p><b>Career Services</b>  <b>Meet in Murray Lounge, Sakowich Second Floor</b></p> <p><b>Assignment(s) Due:</b>  Learning Contract</p>
October 14	<p><b>Topics:</b>  Understanding Yourself  Setting Boundaries</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.  Evans, N. J., Foreney, D. S., &amp; Guido-DiBrito, F. (Eds.). (1998). <i>Student development in college: Theory, research and practice</i>. San Francisco, CA: Jossey Bass. (Chapter 14, The Myers-Briggs Adaptation of Jung's Theory of Personality Type).</p> <p><b>Assignment(s) Due:</b>  MBTI Assessment (bring printed result with you) <ul style="list-style-type: none"> <li>• <a href="http://www.humanmetrics.com/cgi-win/JTypes2.asp">http://www.humanmetrics.com/cgi-win/JTypes2.asp</a> (print 1st page)</li> <li>• <a href="http://www.personalitypathways.com/type_inventory.html">http://www.personalitypathways.com/type_inventory.html</a> (also complete)</li> </ul> Hot Topic Presentations for those signed up.  Journal #2</p>
October 21	<p><b>Career Services</b>  <b>Meet in Murray Lounge, Sakowich Second Floor</b></p> <p><b>Assignment(s) Due:</b>  Journal #3</p>
November 4	<p><b>Topics:</b>  Mentoring, Networking, Connecting, and Developing a Professional Network</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>  Journal #4  Hot Topic Presentations for those signed up.</p>

November 25

**Topics:**

Wrap-up and Reflection  
Values

**Reading Required:**

None

**Assignment(s) Due:**

Hot Topic Presentations for those signed up.  
Student Self and Site Supervisor Evaluation