

# ED 975/976

## Field Experience in Higher Education (2 credits)

### Fall 2013

Time: Tuesdays 7:00-9:30pm (see course schedule for specific meeting dates)  
Place: Campion 139/Campion 300/ Campion 302  
Instructors: Heather Rowan-Kenyon, PhD, rowanken@bc.edu  
Office Hours: Campion 227, Thursday: 10 am-noon and by appointment

Paul Brown, brownxx@bc.edu  
Office Hours: Campion 301D, Tuesdays: 4:30-6:30 and by appointment, sign up at  
officehours.paulgordonbrown.com

Kevin Gin, kevin.gin@bc.edu  
Office Hours: Campion 301D, Friday: 11:00-1:30 and by appointment

## 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 seminar. Fieldwork is overseen by program faculty and supervised by a professional administrator at the placement 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 experiences with fellow classmates.

## 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.
- 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.

### 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.

You may access the policy at:

<http://www.bc.edu/offices/stserv/academic/resources/policy.html#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.

### **Accommodations**

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/resources.html>). If you have a disability and will be requesting accommodations for this course, please register with either Kathy Duggan ([Kathleen.duggan@bc.edu](mailto: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](mailto: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.

### **Instructor responsibilities**

Students should expect that the instructors 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

<b>Class Participation (Including Placement Presentation)</b>	<b>15%</b>
<b>Development of Learning Goals</b>	<b>10%</b>
<b>Case Study Presentation</b>	<b>30%</b>
<b>Journal Entries (3)</b>	<b>15% (5% each)</b>
<b>Final Reflection</b>	<b>30%</b>
<b>Supervisor Evaluation</b>	<b>0%</b> (While your supervisor evaluation is not a part of your point total for the class, students must submit this evaluation in order to receive a grade in the class. It is expected that students will meet the expectations of their placement supervisor.)

## ***Class Participation and Functional Area Introduction*** (15%)

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.

Class participation also includes participating in an individual meeting during the course of the semester to talk about your individual experience. Each student needs to schedule **ONE** 30-minute appointment with your assigned instructor by **October 8th**.

Students will also present a three-slide introduction to their field experience placement site. This presentation should provide a brief overview of your role at the placement site, the office staff, and the department's mission, goals, and the type of work in which it engages. **SLIDES NEED TO BE SENT TO SMALL GROUP INSTRUCTOR AT LEAST 24 HOURS BEFORE THE CLASS MEETS.**

## ***Development of Learning Goals*** (10%)

*Due Date: Draft Group A - September 10; Draft Group B - September 17; Final - September 24*

Write a 2-3 page document outlining your learning goals for your field experience placement for the semester and how you plan to achieve them. It is strongly recommended that you develop these learning goals in collaboration with your supervisor. A grading rubric and sample assignments are available on BlackBoard.

## ***Case Study Presentation*** (30%)

*Due Date: Varies*

Students will be divided into teams and will be responsible for writing a case study around a hot topic or issue confronting students and/or institutions of higher education. Each case study should be approximately 2 (single-spaced) pages in length and incorporate aspects of the functional areas in which all of your group members work. Additionally, the group must identify an article from a reputable source (ex. Inside Higher Ed, The Chronicle of Higher Education, a scholarly higher education journal article) that serves as a basis for, or provides details about, the issue being presented in the case study. Exemplar case studies will be available on Blackboard.

Students should email a link to the article and a copy of the case study to their classmates at least 48 hours before they present. It is the expectation that all students come to class having read the case study and the assigned article. During class time, the group will introduce the case study, facilitate a discussion with their classmates, and present their own solutions. Presentations should last approximately 30 minutes.

The purpose of this assignment is to identify and learn about a hot topic or issue, explore how this issue plays out in practice within different functional areas, and provide an opportunity to apply theory to practice through peer learning.

### **Journal Entries (15%)**

*Due Date: September 24<sup>th</sup>, October 15<sup>th</sup>, November 5<sup>th</sup>*

Write a 2 page journal entry about your placement experience. These journals are meant to be useful for you and as a means for your instructors to provide you with feedback and suggestions. They will also be used during our small group discussions if you wish to share them with the group. 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.

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.

### **Final Reflection (30%)**

*Due Date: December 10*

Write a 4-5 page paper about your field experience to date. The purpose of this assignment is for you to reflect and synthesize your experiences in your placement.

Topics that you may want to address include (be specific):

1. How has your perspective about the field of higher education as a profession been affected by this experience? How has your placement connected with your coursework?
2. In what ways could your placement better connect with your coursework?
3. Assess your skills for and interest in working in this functional area. If you don't think you wish to continue in this area, include commentary on how your knowledge of this area will enhance your particular interests.
4. Evaluate your performance. How well did you reach your goals? How active were you in creating a good learning experience for yourself? How well were you able to adapt to a new administrative setting, meet people, learn about the culture and goals of the office, and learn through your interactions? What do you think your supervisor will say about your performance in your placement?
5. What are your goals for next semester in this position?
6. What would you have done differently if you could start this placement over? What should the instructors and/or other students know about this site so that future experiences can be as successful as possible? Would you recommend it to future students? What were its strong points and what, if anything, would you suggest changing?
7. Should you wish to include a summary of your what you did over the semester, please make sure it is BRIEF and no longer than a page. Effective final reflection papers interweave the summary throughout the paper.

### **Supervisor Evaluation (0%)**

At the end of the semester, supervisors will complete an evaluation of student performance and contributions at the field experience site for the semester. **All supervisor evaluations must be returned by December 10.**

# Class Schedule

	Group A	Group B
September 3 Class 1 Campion 139	<b>Topic: Introduction to the Course and the Field Experience Program, Case Studies and Learning Goals</b>	
September 10 Class 2A Campion 300	<b>Topic:</b> Professional Involvement, Competencies, Ethics, and Supervision  <b>Assignment Due:</b> 3-slide Placement Introduction, Draft of Learning Goals	<b>No Meeting</b>
September 17 Class 2B Campion 300	<b>No Meeting</b>	<b>Topic:</b> Professional Involvement, Ethics, and Supervision  <b>Assignment Due:</b> 3 slide Placement Introduction, Draft of Learning Goals
September 24 Class 3 Campion 300	<b>Panel: Tips for New Professionals in Higher Education</b> <b>Assignment Due: LEARNING GOALS, Journal Entry 1</b>	
October 1 Class 4A Campion 300	<b>Topic:</b> When Personal Beliefs Conflict  <b>Assignment Due:</b> Case Study Group 1 Presents	<b>No Meeting</b>
October 8 Class 4B Campion 300	<b>No Meeting</b>	<b>Topic:</b> When Personal Beliefs Conflict  <b>Assignment Due:</b> Case Study Group 1 Presents
October 15 Class 5 Campion 139	<b>Panel: Making Sense of Institutional History, Structure, and Culture</b> <b>Assignment Due: Journal Entry 2</b>	
October 22 Class 6A Campion 300	<b>Topic:</b> Working With Individuals and Groups  <b>Assignment Due:</b> Case Study Group 2 Presents <b>Activity:</b> Complete the “Conflict Mode Instrument” and “Scoring the Conflict Mode Instrument” located on BB under the Class 6 readings folder.	<b>No Meeting</b>
October 29 Class 6B Campion 300	<b>No Meeting</b>	<b>Topic:</b> Working With Individuals and Groups  <b>Assignment Due:</b> Case Study Group 2 Presents <b>Activity:</b> Complete the “Conflict Mode Instrument” and “Scoring the Conflict Mode Instrument” located on BB under the Class 6 readings folder.

<b>November 5 Class 7 Campion 300</b>	<b>Panel: Incorporating Diversity, Inclusion, and Social Justice in Your Work Assignment Due: Journal Entry 3</b>	
<b>November 12</b>	<b>NO CLASS – ASHE ANNUAL MEETING</b>	
<b>November 19 Class 8A Campion 300</b>	<b>Topic:</b> Class Choice  <b>Assignment Due:</b> Case Study Group 3 Presents	<b>No Meeting</b>
<b>November 26</b>	<b>NO CLASS – THANKSGIVING</b>	
<b>December 3 Class 8B Campion 300</b>	<b>No Meeting</b>	<b>Topic:</b> Class Choice  <b>Assignment Due:</b> Case Study Group 3 Presents
<b>December 10 Class 9 Campion 139</b>	End of Class Celebration <b>Assignment Due: Final reflection, Hard copy of supervisor evaluation</b>	

## Readings

### Class 1:

Chapter 1, The Role of Theory in a Practical World, pp. 1-11, and selection from Chapter 3, Analyzing a Case, (pp. 31-35) In Stage, F. K., & Hubbard, S. M. (2012). *Linking theory to practice: Case studies for working with college students* (3rd ed.). New York, NY: Routledge.

### Class 2:

Winston, R. B., Jr., & 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, & S. M. Janosik. *Learning through supervised practice in student affairs* (pp. 65-96). New York, NY: Brunner-Routledge.

American College Personnel Association (2006). *Statement of Ethical Principles and Standards*. Retrieved from: [http://www.myacpa.org/au/documents/Ethical\\_Principles\\_Standards.pdf](http://www.myacpa.org/au/documents/Ethical_Principles_Standards.pdf)

**SKIM:** ACPA/NASPA Professional Competencies

### Class 3:

Magolda, P. M., & Carnaghi, J. E. (2004). Preparing the next generation of student affairs professionals. In P. M. Magolda & J. E. Carnaghi (Eds.), *Job one: Experiences of new professionals in student affairs* (pp. 201-227). Lanham, MD: American College Personnel Association and University Press of America.

Ressor, L. M., Bagunu, G., & Hazley, M. (2009). Making professional connections. In M. J. Amey & L. M. Ressor (Eds.), *Beginning your journey: A guide for new professionals in student affairs* (3rd ed., pp. 109-131). Washington, DC: National Association of Student Personnel Administrators.

#### **Class 4:**

Magolda, P. M., & Baxter Magolda, M. B. (2011). How do professionals navigate situations when their personal beliefs clash with their supervisors' or organizations' beliefs? In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 453-465). Sterling, VA: Stylus Publishing.

Carducci, R. (2011). Tempered radicals: Managing risks in negotiating differences. In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue* (pp. 466-471). Sterling, VA: Stylus Publishing.

#### **Class 5:**

Chapter 4, Institutional Culture, pp. 70-98 in:

Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco, CA: Jossey Bass.

Magolda, P., & Ebben, K. (2007). Students serving Christ: Understanding the role of student subcultures on a college campus. *Anthropology & Education Quarterly*, 38 (2), 138-158.

#### **Class 6:**

Dunkel, N. W., & Schuh, J. H. (1998). *Advising student groups and Organizations*. San Francisco, CA: Jossey-Bass. Chapter #4: Understanding group dynamics (p. 83-105).

Katzenbach, J. R. & Smith, D. K. (1993). The discipline of teams. *Harvard Business Review*, p. 162-171.

The communication process: Are you Listening (handout).

#### **Class 7:**

Bell, L. A. (1997). Theoretical foundations for social justice education. In M. Adams, L. A. Bell, & P. Griffin (Eds.). *Teaching for diversity and social justice: A sourcebook* (pp. 3-15). New York, NY: Routledge.

Young, I. M. (2000). Five faces of oppression. In M. Adams, W. J. Blumenfeld, R. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.). *Readings for diversity and social justice: An anthology on racism, heterosexism, ableism, classism* (pp. 35-49). New York, NY: Routledge.

#### **Class 8:**

To be determined