

Syllabus
Field Experience Seminar
College Student Affairs
Fall 2014
15:245:601:01

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CLASS MEETINGS:

- Class will meet by arrangement. Times and location will be established by email communication throughout the semester.
- Students should schedule a private meeting with the instructor at any time issues or concerns emerge in the field placement that is of concern to the student. The instructor is available to provide guidance and advice to help students learn from their experience. In some situations, it may be appropriate for the instructor to intercede or to reassign the student to another field experience.

COURSE OBJECTIVES:

1. Integrate professional knowledge and skills to a “real world” setting found in your Fieldwork site.
2. Practice specific skills required to work successfully in the field, such as advising, assessment, planning and evaluation. Interpersonal, organizational and communication skills will also be practiced.
3. Gain an overview of the day-to-day operations of a higher education or student affairs unit and an understanding of a variety of professional roles and functions in student affairs.
4. Provide professional service to the unit.
5. Strengthen a personal philosophy and commitment to student affairs work.
6. Provide an opportunity to explore career options.
7. Engage in discussions about how to link theory to practice in the assessment of your students’ development and thinking about creating programs and interpersonal strategies that promote development.

ACADEMIC INTEGRITY:

Students are expected to review and abide by the University’s Policy on Academic Integrity. You should particularly note the issues on plagiarism. See:

<http://academicintegrity.rutgers.edu/integrity.shtml>

CONFIDENTIALITY:

This course is a small group discussion related to personal and professional development and connected to professional colleagues around the University and beyond. As such, the discussions in this course and journal submissions are considered confidential. You are expected to maintain that confidentiality by not disclosing any personally identifiable information or discussions that take place in the course. (see ACPA, NASPA and CAS statements for further explanation.)

ATTENDANCE:

Students are expected to attend all scheduled seminar sessions and be prepared to participate in discussions.

ELECTRONICS:

The use of cell phones (including text messaging), blackberries, PDAs, or any similar type of electronic device is not permitted in class. Please turn them off prior to class. If you are using a laptop for notes, it is expected that it be used only for that purpose during class time. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and attend to the call in the hallway so that you will not disturb your colleagues.

Disabilities:

If you have a disability that requires special accommodation for testing or other assignments, please discuss your needs with the instructor at the beginning of the course so that appropriate accommodations can be made. A letter from the Office of Disability Services should be presented showing what type of accommodation is necessary.

Other Policies:

No eating in class. Beverages are permitted.

COURSE REQUIREMENTS:

Weekly meeting with site supervisor: You should have regular meetings with your site supervisor. Ongoing communication with your supervisor is critical to the learning experience. This is a time to review progress made on assigned activities along with processing observations and reflections about the experience.

Journal: Three journal submissions are required. Journal entries should be submitted to the instructor via email and a copy should be filed in the drop box on the Sakai sit for the course.

The Journal is designed as a formal place for students to process, analyze and critique their experiences in the Field Experience. It will be read only by the instructor. Suggested areas for comment in the Journal include:

1. Experiences that have contributed to the development of your professional identity.
2. Reflections and implications of what you have identified as your preferred supervisory/ leadership style. What are you learning about the style you prefer and why?
3. Comments about the strengths and weaknesses in your own administrative and organizational skills. Areas where you believe you need to improve or have noted improvement.
4. Organizational values you observe being demonstrated in the organization where you work; consistency between espoused organizational values and practice. Identification of critical organizational values they seek in an organization.
5. Anticipated transitions you will face from being a graduate student to a full-time professional.
6. Observations on areas of your own expertise, qualities and skills you possess that will allow you to make significant contributions in the field; areas warranting your attention for further development.
7. Examples of ways in which the knowledge you have obtained in your academic program serves to guide and direct your work activities, e.g., how knowledge gained from readings help you understand the development of your students, the structure of your office, ways that you are facilitating the leadership of your students.

Not all areas need to be included in each submission. A submission could focus on only one of the items listed. In all your submissions you should keep in mind the focus of this second seminar as theory to practice and how that impacts the comments/submissions you are making.

The Journal should also include a log of how time is spent during your Field Experience.

Written Summary of Learning Experience:

- Prior to the final meeting of the class, students will submit a five page paper summarizing what they learned from their field experience. This document should identify what the student learned and how that learning informed their knowledge of student affairs and/or their future career direction.

Class Presentations:

- During the final meeting of the class, each student will give a presentation on the field experience project he/she completed.

Site Visit

The seminar instructor will visit your field site and meet with you and the site supervisor for a meeting. You can expect this visit to last between 30 minutes and one hour. It is your responsibility to schedule this meeting at a time convenient to the supervisor and seminar instructor. Given people's busy schedules, you should schedule this session early in the semester soon after mid-term week .

Evaluation and Grading Process

Each student should seek feedback from his/her supervisor on an ongoing basis. A formal evaluation process will occur at the end of the semester. The completed evaluation form should be delivered to the seminar instructor by the last day of classes for the semester. It is your responsibility to schedule this session with your site supervisor in a timely manner. One week before the scheduled session, you should complete the evaluation form as a self-evaluation and give it to your site supervisor. You should also give them a blank copy of the form (The form for this evaluation is on the <http://csafieldexperience.weebly.com/> web site)

Grading for this course is pass or no credit. Students will pass the course if they have satisfactorily completed each assignment for the seminar with a passing grade.

Lack of professionalism in the Field Experience site or in the seminar is grounds for not receiving credit for this course. The standards are consistent with what one would find working as a full-time professional. Sample behaviors that demonstrate a lack of professionalism include: consistently being late or absent from your site or seminar, failure to complete assignments in a timely manner, poor communication with your supervisor or seminar instructor, inadequate interpersonal skills.

Prior to the first seminar you should:

- Review the mission statement, goals and objectives of your site for the year, and an organizational chart for your agency.
- Ask the supervisor what he/she believes to be the primary goals of the site, and what he/she expects of field experience students at the site.
- Review the CAS standards for your agency. If there are none, review the general CAS Standards.