

**Syllabus**  
**15:245:601 (section 02)**  
**Field Experience Seminar**  
**College Student Affairs**  
**Spring 2015**

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**CLASS MEETINGS:**

Wednesday 9-11:40 am, GSE 347

Meeting Dates: January 28, **February 11** and 25, **March 11**, April 1 and **29**

*(Note: Students should submit journal entries at least three days prior to the dates underlined in bold above)*

**Spring Professional Meetings and Breaks:** CSA Interview Days February 25 – 27; ACPA March 5 – 8, Tampa; Spring Break March 14 – 22; TPE March 18 – 22, New Orleans; NASPA March 21 – 25, New Orleans

**BOOK:**

Levine, A. & Dean, D. R. (2012). *Generation on a tightrope: A portrait of today's college student*. San Francisco: Jossey-Bass.

**COURSE CATALOGUE DESCRIPTION**

Students will enroll for two separate, 3-credit supervised field experiences. The field experience is designed help students gain an insight into the diversity of the student affairs program and to integrate ideas of theory to practice. Students will be supervised by faculty and site supervisors as they learn about leadership, organizational culture, professional ethics, student diversity and assessment.

**PROFESSIONAL ORGANIZATION STANDARDS:**

ACPA Ethical Principles Standards  
CAS Statement of Shared Ethical Principles  
NASPA Standards of Professional Practice

**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 discuss the topic scheduled for the day, including assigned readings.

**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.

Attendance is required. If you are ill or have an emergency, email the instructor with an explanation.

**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 the week before a seminar session meets. Dates for submission are listed given in the class schedule. Submission of project and journal entries should be placed in the drop box on the course Sakai site.

The Journal is designed as a formal place for students to process, analyze and critique their experiences in the Field Experience. The Journal will be submitted three times during the semester according to the schedule listed above. It will be read only by the instructor. The Journal is confidential and will not be shared with other students or site supervisors. 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.

### ***Class Presentations:***

1. Presentation of assigned chapter(s) from *Generation on a Tightrope*
2. Presentation of field experience project using Power Point or similar media presentation.

### **Site Visit**

The seminar instructor will visit your field site and meet with you and the site supervisor for a meeting that will discuss your progress in the site and progress on the site project. 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. Generally, the site visits should be scheduled between February 24 and March 14. If a mutually agreeable time cannot be arranged, in some cases, a Skype visit may be used.

### **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)

All students have negotiated a project as part of their Field Experience. The class presentation and Power Point will serve as a write-up of the project to be considered in evaluation of the field experience. Supervisor evaluation forms should be submitted no later than Monday May 5, 2014.

The grading system 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 is none, review the general CAS Standards.

*Generation on a Tightrope: A Portrait of Today's Students*  
Spring 2015 Field Experience

**February 25**

1. Chapter 1;
2. Chapter 2:
3. Chapter 3:
4. Chapter 4:

**March 11**

5. Chapter 5:
6. Chapter 6:
7. Chapter 7: Group Discussion
8. Chapter 8: Group Discussion

***Project Presentations***

April 1

April 29