

15:245:644:01

SPECIAL TOPICS IN COLLEGE STUDENT AFFAIRS: TEACHING RA EXPERIENCE
Spring 2016 1.5 credits

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Phone Number : (848) 932-0818	Office Location: GSE 309
Office Hours: By appointment	Prerequisites or other limitations: Instructor approval
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: Permission numbers provided by Department Administrator

Course Description

Course catalog description:

This course allows in-depth study of focused or current topics in college student affairs. Topics vary by semester and are selected by the faculty member offering the course.

Learning goals:

This course seeks to provide opportunities for reflection to support personal and professional development as a student affairs educator. Enrollment requires being selected as a teaching assistant for a section of the RA Experience I course (05:300:371).

Corresponding ACPA/NASPA Professional Competencies:

Participation as a teaching assistant for the RA course promotes the following ACPA/NASPA Professional Competency areas:

- ❖ Advising and Helping
- ❖ Equity, Diversity, and Inclusion
- ❖ Personal Foundations

Accommodations:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide

you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Grading

Graduate School of Education grading scale

- A = 90 - 100 points
- B+ = 85 - 89
- B = 80 - 84
- C+ = 75 - 79
- C = 70 - 74
- F = below 70

Paper 1	20 points
Paper 2	20 points
Paper 3	20 points
<u>Final paper</u>	<u>40 points</u>
Total	100 points

Course Requirements

Class Attendance and Instructor Support

Enrollment in this course requires active participation in a section of *RA Experience I* course (05:300:371) in the role of Teaching Assistant. This requires attendance of class sessions and interaction with the Course Instructor for lesson planning, debriefing of class experience, and any other activities as deemed necessary to satisfy your role as a TA.

Paper requirements

- All assignments must be submitted via e-mail attachment to the instructor (ebelia.hernandez@gse.rutgers.edu).
- Only those assignments submitted by 11:59pm on the due date will be able to receive (up to) the full point total associated with that assignment. Unless prior arrangements with the instructor have been made to arrange for an extension, two points will be deducted for each day after the posted due date that the assignment is late.
- Each reflection assignment must be at least 2 but not more than 3 double-spaced typed pages in length, with margins no wider than 1 inch and font size no larger than 12-point.

Paper 1: Advising and Helping (20 points)
Due Tuesday March 24

The ACPA/NASPA Professional Competencies are designed to help student affairs educators recognize the skills and knowledge areas necessary for effective work with students. In your work in Residence Life and the role you hold as a TA, you can support students with advising and helping skills.

First, read the Advising and Helping competency (p. 6) which is available online at https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf. Review the Basic level, and identify 2-3 areas that you would like to work on in your role as a TA for this course. In 2- 3 pages, give some detail to define, describe the particular area, followed by some ideas of how you hope you will be able to work on developing this skill set. For example, if you were to select “Challenge students and colleagues effectively,” write up how you define “challenge” and “effectively” and then give some particulars on how you believe you will be able to do this in class.

Paper 2: Personal Foundations (20 points)
Due Tuesday April 7

Assisting your section instructor - plus your prior and current RA experiences - offers you opportunities to personalize the knowledge and skills you’ve gained and to place these into long-term contexts. In your current role assisting the instructor(s) of an RA course section, you have additional opportunities to learn more about yourself as you work to facilitate others’ learning and ideally push boundaries of your own comfort zone. What are two or three things you are learning in the RA course this semester (about yourself, or in terms of knowledge and skills) that will serve you well in the career field(s) that you plan to pursue? Please make explicit the connections you see between your learning and the career environment(s) you anticipate entering after graduation.

This assignment is based on the Personal Foundations ACPA/NASPA Professional Competency (p. 24).

Paper 3: Identities (20 points),
Due Tuesday April 21

Our most effective tools for supporting students and creating connections with them are our very own experiences and identities. In this reflection paper, consider your identities, such as those based on gender, race/ethnicity, immigrant status, first generation college student, ability, class, faith, etc. What do they mean to you? Have these identities helped you connect and understand other students who share the same identity(ies)? Have these identities challenged your ability to connect with students, in the classroom and/or in your residence hall?



If you are up to it, consider talking about your identity in class to see how it might open up discussion on how to work with particular student populations and create connections.

This assignment is based on the Equity, Diversity, and Inclusion ACPA/NASPA Professional Competency (p. 10).

Final Paper (40 points)
Due Tuesday May 5

You were selected to assist with the RA Foundations course in large part because of your own demonstrated skills and success as an RA. In a 5-7 page paper, identify and discuss what you have learned from being an RA at Rutgers. Reflecting upon the totality of your RA experiences, identify three areas of learning or growth in which you have made noticeable progress. Areas of growth may be grounded in overall positive RA experiences (e.g., relationships with residents) and can also be grounded in challenging experiences (e.g., conflict resolution, dealing with personal frustrations). For each of the three areas of growth or learning that you identify, describe some of the specific experiences, individuals, or circumstances that contributed to your learning or growth.