

Spring '17
Field Experience Seminar
15:245:601:01
3.0
Monday, 1:10, 314 GSE

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Office Hours by appointment	Prerequisites or other limitations: none
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input 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: Instructor

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.

PROGRAM GOALS: MEETING PROFESSIONAL COMPETENCY AREAS FOR STUDENT AFFAIRS PRACTITIONERS

This course addresses the following competency areas of the ACPA/NASPA standards. Some sites may not include every competency: personal and ethical foundations; values, philosophy and history; assessment, evaluation and research; law, policy and governance; organizational and human resources; leadership; social justice and inclusion; student learning and development; technology; and advising and supporting.

<http://csafieldexperience.weebly.com/standards-and-ethics.html>

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ACADEMIC INTEGRITY:

The Office of Student Conduct supervises issues related to violations of academic integrity. Please familiarize yourself with the university policy on academic integrity at (see <http://academicintegrity.rutgers.edu> .

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 documentation:

<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>

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.

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.

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This is a time to review progress made on assigned activities along with processing observations and reflections about the experience.

Class assignments:

Journal.

Five journal submissions are required. Journal entries should be submitted the week before a seminar session meets. Dates for submission are (depending on the day your seminar meets) January 30 or 31; February 13 or 14 and 27 or 28; March 27 or 28; and April 10 or 11. Submission of project and journal entries should be to the Sakai site for your class. Projects are due on the last day of class.

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 five times during the semester according to the schedule listed above. It will be read only by the seminar instructor. The Journal is considered 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.

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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.

Readings: The following are required readings and will be posted on the course

Sakai site:

Class 2: Chapter 3 from Theory and Practice in Student Affairs, *Linking Theory to Practice* Chapter 3, Analyzing a Case, Frances K Stage and Steven M. Hubbard

Class 3: Unwritten Rules: Organizational and Political Realities of the Job by Marilyn J. Amey, Eric Jessup-Anger and Connie Rose Tingson-Gatuz

Classes 6 & 7: Pew Research Center, Millennials in Adulthood, 2014.

Make Way For Generation Z, Alexandria Levit, NYT, March 28, 2015

How Generation Z Works, Lance Looper, HowStuffWorks.com

Marketing Learning Communities to Generation Z, Spears, Zobac, Spillane and Thomas

Additional Readings may be assigned by the instructor

Site Visit

This Field Experience requires a site visit. The seminar instructor will visit your 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 20 and March 10.

Evaluation and Grading Process

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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. A write-up of the project is included as part of the evaluation. Write-ups should be submitted to the seminar instructor no later than Tuesday May 2, 2017 (on the Sakai site), along with the completed site supervisor's evaluation form. Write-ups may take various forms, including power point presentations, evaluation questionnaires with results, or whatever is specified in the Field Experience Contract.

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 either your site or seminar, failure to complete assignments in a timely manner, poor communication with your supervisor or seminar instructor, inadequate interpersonal skills.

Tentative Class Schedule

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 they think the prime values of the site are, and ask for examples of how those values are manifested at the site.
- Review the CAS standards for your agency. If there are none, review the general CAS Standards.

CLASS ONE

- Review syllabus and assignments

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- Review instructor's role--including what happens if something goes wrong and discussions on what you are learning.
- Student expectations and role.
- Review purpose of journals
- Case Study Assignment
 - Your assignment is to prepare a case study that you can talk about beginning with the fourth seminar. You are to identify your dream job or a job you would like to have. You will need a formal description of this job. Search The Chronicle job listings, Rutgers HR job listings, or write your own that would represent a real job that lists expectations and qualifications. Your write up will address these issues: what skills that you have gained from your field experience site apply to this job description and how would you explain that to a hiring official? What theories from any CSA class that you have taken so far apply to the skills that you need to be a viable candidate for this job? What is the relationship between the skills you are acquiring and the theory you are learning? You can refer to the reading (chapter 3) from *Linking Theory to Practice* that is provided on the Sakai site as a model for how to approach the problem and the case study.
 - To begin the process of developing the case study you should bring the job description you have selected to the next seminar session.
- What's happening in your site! How successful was your entry?

Wrap Up

CLASS TWO

Issue to be covered: How to be a Field Experience Student

The session will focus on issues connected with communicating with your supervisor, particularly how to ask for feedback, how to share that you do not know something, learning how to take initiative, and how to tell your supervisor what skills you need to acquire through the experience.

Discussion of Job Descriptions

What's happening in your site?

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Assignment for class three: Read *Unwritten Rules: Organizational and Political Realities of the Job* by Marilyn J. Amey, Eric Jessup-Anger and Connie Rose Tingson-Gatuz

Wrap Up

CLASS THREE

Topic for Discussion: Politics in the work site. How do politics play a role in University Administration.

Read: *Unwritten Rules: Organizational and Political Realities of the Job* by Marilyn J. Amey, Eric Jessup-Anger and Connie Rose Tingson-Gatuz

Assignment of Case Study presentation dates.

CLASS FOUR AND FIVE

Sessions four and five will be devoted to Case Study Presentations.

CLASS SIX AND SEVEN

Sessions six and seven will focus on discussion of the readings:

Pew Research Center, *Millennials in Adulthood*, 2014.

Make Way For Generation Z, Alexandria Levit, NYT, March 28, 2015

How Generation Z Works, Lance Loper, HowStuffWorks.com