

**15:245:601 FIELD EXPERIENCE SEMINAR
 Fall 2021**

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Office Phone Number : 848.932.0818	Office Location 309 GSE
Office Hours: By appointment	Prerequisites or other limitations: Restricted to CSA students only
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: submit contract to instructor in order to obtain permission number

Course Catalogue Description

Students will enroll for two separate, 3-credit supervised field experiences. The field experience (FE) 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.

Course Objectives

1. Integrate professional knowledge and skills to a “real world” setting
2. Gain new knowledge.
3. 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.
4. 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.
5. Develop and understanding of an organization’s mission and how that mission is carried out.
6. Gain a better understanding of how student development theory and organizational and administrative theory is carried out in practice.
7. Strengthen a personal philosophy and commitment to student affairs work.
8. Provide an opportunity to explore career options.

Corresponding ACPA/NASPA Professional Competencies (2015)

The varied field experience positions allow for growth in the Professional Competencies that are as follows:

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| ❖ Personal and Ethical Foundations | ❖ Law, Policy and Governance |
| ❖ Values Philosophy and History | ❖ Organizational & Human Resources |
| ❖ Assessment, Evaluation, and Research | ❖ Leadership |
| | ❖ Social Justice and Inclusion |

- ❖ Student Learning and Development
- ❖ Technology

- ❖ Advising and Supporting

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

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

During this course students and instructors will discuss professional issues candidly and honestly. These discussions are related to personal and professional development and connected to professional colleagues around the University and beyond. As such, the content, written and verbal in this course is 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.)

Completing Assignments on Time

Because this course is developed on line, students are expected to complete all assignments on time. In some instances, you will be commenting on the work of others (who will also be commenting on your work) and all those comments are designed to lead to further comments. If you do not meet deadlines, you will prevent others from meeting theirs. Make sure you follow all timelines outlined in this syllabus and listed again at the end of the syllabus. It would always be to your advantage to post early. For the Discussion posts, getting responses usually depends on whether you post early as opposed to later.

NOTE: All assignments are due Sundays at noon via Canvas unless otherwise specified.

Grading

This course is graded as Pass/No Pass. Pass grades are earned from satisfactory completion of all course requirements. Lack of professionalism in the Field Experience site or failure to meet the course requirements 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, failure to complete assignments in a timely manner, poor communication with your supervisor or seminar instructor, inadequate interpersonal skills.

Fall 2021 Class Assignments

Journal #1 (about 3 pages, submitted as a Word doc)

Share your Field Experience. Discuss the following:

- Your responsibilities, including project
- Introduce your office (and university if outside of Rutgers)
- Why you decided to take on this FE
- Three things you hope to accomplish this fall in your FE.

Due: October 1 (send all assignments via email to Dr. Hernandez)

Journal #2

Updates about your learning and experiences in Field Experience. You may consider discussing:

- Your relationship with your supervisor
- Evaluating your professional skillsets as it relates to your field experience work. What are you learning? What do you find challenging? easy?

Due: October 22

Site visit

Sometime midsemester, you will schedule a meeting with your supervisor, the FE instructor, and yourself to conduct a site visit.

Due: sometime during Week 8 or 9

Article Review

Find an article related to the work you are doing, such as one that focuses on the particular area in student affairs or about an issue that is relevant to your work. In 3 pages, review the article and discuss how it might be useful for your continued work in this field experience

Due: November 12

Journal #3

Your choice of topic

Due: December 3

Field Experience Evaluation

Go to www.csafielddexperience.weebly.com to access the FE evaluation form. Generally, you complete the form first as an exercise of self-evaluation. Then, you set up a meeting with your supervisor and review your FE form--your supervisor revising and adding as needed. Your supervisor should submit your FE to Dr. Hernandez via email, cc'ing your supervisor

Due: December 13

Project Report

If you are doing this Field Experience under a contract, the project should have been specified. Focus on your learning, not just list the work accomplished.

- Reference theory to unpack your experiences. For example, if you wish to write about developing interpersonal relationships with your staff, reference the readings from the Supervision text, developmental theory, or counseling techniques you learned from class to improve your communication.
- Attach any supporting docs you wish to share, such as a report you drafted, the training guide you developed, a flyer you created for your event, assessment report, etc.

Due: December 13