HESA 675 – Field Experiences in Higher Education
Summer 2015

HESAL Program
College of Education and Behavioral Sciences
University of Northern Colorado

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Office hours: by appointment over the summer

Course description: Application of theoretical/conceptual knowledge in field-based experience. Overview of role, function of higher education office/agency, with focus on specific projects or responsibilities. Requires 60 contact hours per credit hour earned (180 contact hours for 3 credits). S/U graded. Repeatable, maximum of 12 credits.

Course objectives:
• To understand the professional activities, standards, and benchmarks of good practice within the profession of student affairs, and further understand how those practices promote socially just engagement with diverse communities.
• To develop your own professional identity and development plan including competencies and skill areas needed for best practice as student affairs professionals.
• To apply skills and actions of the student affairs practitioner within an internship setting.
• To write concisely, coherently, analytically, and demonstrate critical thinking.

Note about course structure: because many students’ field experiences are off-campus, it is not feasible to hold regularly scheduled classes over the summer. Regular email or phone contact with me is therefore expected. It is imperative that you contact me if problems arise over the summer or you wish to consult about any matter related to your field experience. We can often ‘talk through’ issues you may encounter on-site, or if needed, arrange for alternative plans. I will be available for consultation for most of the summer but I do plan on traveling in July and may have limited email/phone access for about 2 weeks.

Incomplete hours, late work, and incompletes: Students are required to complete the minimum number of contact hours required for the number of credits they are earning for the summer field experience. Work assignments must be turned in by the times identified in the syllabus, unless the student has prior approval. In instances when prior approval for late assignments was not granted students should
expect that their late assignment would be reduced a letter grade.

*Format and writing:* The work for this course does not need to adhere to APA style, 6th edition but it is expected students will properly cite material and provide references when required. Students are also encouraged to proofread and, if possible, to have another classmate edit and critique your papers to ensure the highest level of work possible. Follow formal rules of writing, i.e., avoid contractions, slang, and clichés. All papers and work should be double-spaced and in size 12 font unless not appropriate for the assignment (please look for examples of resumes and cover letters to see proper formats).

*UNC Accommodations Statement*
Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit www.unco.edu/dss as soon as possible to ensure that accommodations are implemented in a timely fashion.

*UNC Inclusivity Statement*
The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

**Evaluation:**
Grade scale: a total of 100 points possible
This course is graded in a S(Satisfactory)/U(Unsatisfactory) format.
Anything less than 80 points will constitute unsatisfactory.
The following assignments and duties will largely determine the grade you earn this summer.

**Learning Proposal/contract: (5 pts):**

All learning contracts are due by start of field experience unless alternative deadlines have been established with me PRIOR to the start of the summer term.

Please visit the following webpage and familiarize yourself with the three documents under the heading: HESAL Field Experience/Teaching Practicum/Internship Forms

http://www.unco.edu/cebs/hesal/currentstudent.htm

It is each student’s responsibility to be familiar with the Guidelines for Practicum/Internship/Field Experiences, time commitments, field site supervisors, and ethical standards of practice.

The learning proposal becomes a contract between you, the site supervisor, and the HESAL faculty member on record. This proposal should be created and agreed upon before you begin working. The proposal should address the following items and be submitted with the coversheet provided in the manual:

- **Anticipated learning objectives.** What you want to learn or accomplish? What skills or competencies do you want to develop? (Refer to the ACPA/NASPA Competencies)
- **Anticipated learning activities.** What will you do to help you accomplish your learning objectives? What will you engage in during this experience that will fulfill the goals? Activities may include readings, discussions, meetings, research, projects, etc.
- **Anticipated evidence of completion.** How will you and the site supervisor measure that the objectives have been met? What are the products that will be provided to the site as a result of your experience?

**Resume & Cover letter (10 pts)**

Please select a posting for a job that interests you and is appropriate for someone earning either an MA or Ph.D. (depending on which program you are in). Draft a resume and cover letter for the position. The UNC Career Center has some examples for you to follow if you are looking for some guidance. The cover letter should include an example of a relevant skill set, area of knowledge, or experience gained from the current field experience. The resume and cover letter should be submitted electronically to me after you have completed approximately ½ of the field experience. Please provide a copy of the job posting. I will provide feedback on back documents and expect you to submit a revised version of both documents. Revised resumes and cover letters are **due by July 31**. Be sure to attach your peer and supervisor feedback.

**Final Reflection Paper on Your Student Affairs Practice (30 pts)**
Due by July 31.

Reflection is a critical component of learning, and is the ability to define your values, beliefs, and ethics. In this project, you will reflect on your philosophy for practice in student affairs (likely written in HESA 601). Students are expected to read and be familiar with the NASPA/ACPA Professional Competency Areas for Student Affairs Practitioners: https://www.naspa.org/images/uploads/main/Professional_Competencies.pdf

To complete this project, you will need to reflect on your experiences this summer and how these contributed to your growth in competency areas. This paper demonstrates reflection on your growth as a professional since you initially wrote your philosophy statement in 601 based on this practical experience – so how did this experience connect with your philosophy and how did it help you develop competencies necessary for you to be a successful professional?

Please address the following specific topics or issues in the paper (the use of headings will be helpful):

- Reflect on your philosophy – any updates or revisions or affirmations?
- Reflect on the process of initially starting your field experience and what it was like to enter the field. What did you learn about yourself and the field of student affairs from these early days with the experience?
- Identify two distinct competency areas (see ACPA/NASPA Professional Competencies ‘content’ page for these) and reflect on your growth in these areas. Identify the level at which you believe your skill level is closest to and provide examples or stories from the summer that help demonstrate growth in the competencies. If you have not experienced growth in a particular competency, please do not select it for this reflection paper. You may want to connect this to the self-assessment you completed for 601.
- What was the most meaningful experience or interaction you had during your field experience? Explain its significance. Connect this to any appropriate theories or literature.
- How will you apply the skills and knowledge you have develop from this experience in your current or future practice in student affairs?

Please include any relevant citations or sources used in APA format. Papers will be graded based on the level of thought and critical thinking put into the piece, how well the piece clearly articulates your values and philosophy, and the level of scholarly work and connections you are able to make back to the literature and theories. This is not an assignment that can be completed the night before class. Papers should be no more than 8-10 double-spaced pages in length and should demonstrate a proper amount of reflection and writing effort. To be successful, you may want to journal throughout the experience, while this is recommended, it is not required.

Supervisor evaluation: (completed = 5 pts; not completed = 0 pts)

Due July 31

The site supervisor will complete a final evaluation of your performance at the field
experience site. It is your responsibility to ensure that the evaluation is submitted to the supervisor with enough time to submit it to me by July 31.

**Log of contact hours (50 points):**
**Due July 31**
A document of your creating that logs on-site contact hours. This must be submitted before I award credit for the summer. It must track hours on a daily or weekly basis.