**University of Southern California**

**Rossier School of Education**

**EDHP: 587 Fieldwork in Higher, Adult, and Professional Education**

**SUMMER 2015**

|  |  |
| --- | --- |
| **Course Instructor**  Shafiqa Ahmadi, JD  Rossier School of Education  University of Southern California  Los Angeles, CA 90089  213-821-2259  WPH 602C  [sahmadi@usc.edu](mailto:sahmadi@usc.edu)  **Office Hours & Location**  Please contact course instructor via email to schedule an appointment | **Meeting Times**  Week 1 –Individual mtng w/instructor, as scheduled  Week 2 – May 26 - class meeting #1, 4:00 – 5:40 pm  Week 6/16 – Mid-semester check-in  Week 11 - August 11 - class meeting #2, 4:00 – 5:40 pm  **Summary of Due Dates**  Internship Plan – due 5/29  Journal Entries - due 6/5, 6/19, 7/10, 7/24 and 8/7  Fieldwork Portfolio **–** due 8/11 |
|  |  |

**Overview and purpose of the course**

The purpose of this course is to provide structured participation in supervised teaching or administrative activities. Reaching this goal means more than asking students to complete 50 to 70 hours of fieldwork and then write a short paper about the experience, or keeping a log of hours completed. Rather, the optimal purpose, the far reaching goal is that each student will engage in what it personally means to be a student affairs professional while involved in a series of systematic practice based and reflective experiences.

The specific meaningful experiences and goals will depend on your values and interests. A major goal for most students will be to develop your personal network of professional colleagues. You are encouraged to reflect throughout the semester on what are your specific experience and networking goals.

Objectives for the Fieldwork course include:

1. To learn the structure, function and goals of programs or departments in postsecondary institutions.
2. To gain supervised experience in the development and implementation of programs, policies or other initiatives related to working with students, faculty or staff in a postsecondary institution.
3. To develop professional networks, mentors and other relationships beneficial for long term professional growth.
4. To learn how to establish effective relationships with supervisors, co-workers and other staff.
5. To develop basic, intermediate or advanced levels of competencies defined in the ACPA and NASPA Professional Competency Areas for Practitioners.
6. To enhance skills through professional development activities and reviewing current research.
7. To reflect on experiences, activities and relationships throughout the course of the internship to better under issues related to positionality, personal approaches, and ethics and values.

To meet these course objectives, students will:

* Complete 50 or 70 hours per unit of site based fieldwork (total hours will vary depending on program requirements and the number of units the student has registered to take)
* Read assigned readings related to professional practice and development
* Participate in interactive workshops and class meetings related to fieldwork experiences
* Critically reflect on their fieldwork experiences in written and verbal forms

**Please note that the instructor reserves the right to change this syllabus at any time.**

**Course Format**

This section of Fieldwork will meet at the scheduled times. Assignments will be turned in through Blackboard. Students are required to participate in all scheduled classes and meetings.

**Teaching & Learning in Fieldwork**

Where will the learning “occur” in this class? It should be happening throughout each of the activities and experiences related to this course. The course is a student centered course in which the student is the main interpreter of knowledge. There are high levels of expectation for the student and the instructor. The student is expected to actively engage in his or her learning process. The instructor is expected to actively facilitate that learning.

**Readings**

All readings will be posted to Blackboard at the start of the semester.

**Fieldwork Assignments**

Assignments should be matched with student’s goals, training, and/or experience. There are innumerable options for selecting a fieldwork assignment. Here are some general guidelines:

* The assignment must be with a postsecondary institution or one that is directly related.
* All fieldwork students must have an on-site supervisor.
* The fieldwork MUST be completed within this semester of registration.
* Fieldwork MAY be compensated work.
* Fieldwork MAY be a project at your current postsecondary or directly related employment, but it must be an experience or set of tasks that exists IN ADDITION to your position.
* All INTERNSHIP PLANS regarding the fieldwork assignment must be submitted PRIOR to beginning the assignment and PRIOR to the start of the third week of classes. NO EXCEPTIONS. In addition, the plan must be approved by the instructor before any hours are accrued at this internship. Please be advised that this policy is for the benefit of the student, not the course instructor.
* Students completing Fieldwork outside of the United States will be asked to complete additional forms and meet additional learning objectives.

**Hour Requirements**

For PASA students who enrolled in the program prior to Fall, 2012 and all EC students (regardless of start date):

Each unit of fieldwork requires 50 hours of participation:

1unit = 50 hours

2 units=100 hours

3 units=150 hours

4 units=200 hours

For PASA students who enrolled in the program Fall, 2012 or later:

1unit = 70 hours

2 units=140 hours

3 units=210 hours

**Log**

All students should use a log of hours to track their fieldwork time. Please refer to the course handout, the “fieldwork log.” The handout is available in this syllabus and on-line prior to the first class meeting. It is strongly recommended that you update your log at the beginning of each week.

**Reflective Professional Journal**

Please keep a journal comprising your analytical reflections on your fieldwork. This will help you reflect on and consider the implications of your fieldwork. (It will also assist you in preparing your “reflection” paper for your final dossier. Journal entries should be entered on Blackboard **every two weeks** and will be reviewed by the instructor. Journal entries are due 6/5, 6/19, 7/10, 7/24 and 8/7.

**Academic Accommodations**

The University of Southern California is committed to full compliance with the Rehabilitation Act (Section 504) and the Americans with Disabilities Act (ADA). As part of the implementation of this law, the university will continue to provide reasonable accommodation for academically qualified candidates with disabilities so that they can participate fully in the university’s educational programs and activities. Although USC is not required by law to change the “fundamental nature or essential curricular components of its programs in order to accommodate the needs of disabled candidates,” the university will provide reasonable academic accommodation. It is the specific responsibility of the university administration and all faculty serving in a teaching capacity to ensure the university’s compliance with this policy.

Any candidate requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. - 5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. The email address is: [ability@usc.edu](mailto:ability@usc.edu). The website for DSP has additional information regarding accommodations and requests ([www.usc.edu/disability](http://www.usc.edu/disability)).”

**Grading**

This course is a Credit/No Credit. It is expected that you complete all of the noted requirements to receive credit. Work completed by students must be at a “B” or better level in order to receive Credit for the course.

**Late Work & Incompletes**

All work is expected to be completed and turned in on time. Should you need to miss a deadline, please notify the instructor in advance. Journal entries are to be posted to Blackboard no later than Saturday at 11:59 p.m. (and address the previous 2 weeks of activities). Journal entries that are not posted within two weeks following the specific week will not be counted towards a student’s graded work. The last date to submit any outstanding work for grading in the course this semester is Monday, August 10.

Incomplete work is work not completed due to documented illness or some other emergency occurring after the 12th week of the semester. Arrangements for the IN and its removal should be initiated by the student and agreed to by the instructor prior to the final week of classes.

**Course Requirements, by Units**

There are a variety of activities that can be completed to meet fieldwork hour requirements. Please note that the available options for participation are limited by the number of units that you take per semester:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Number of units** | **1/1st unit (50/70 hrs)** | **2 units/2nd unit (100/140 hrs)** | **3 units/3rd unit (150/210 hrs)** | **4 units/4th unit**  **(200 hrs)\*** |
| **Types of activities** | Complete fieldwork  Read assigned readings  Attend class meetings  Meet with course instructor as scheduled  Bi-weekly journal  Evaluation with fieldwork supervisor  Complete final project portfolio | Complete fieldwork  Read assigned readings  Attend class meetings  Meet with course instructor as scheduled  Bi-weekly journal  Evaluation with fieldwork supervisor  \*\*Attend resume refresher workshop  \*\*Attend 1 professional development workshop  Complete final project portfolio | Complete fieldwork  Read assigned readings  Attend class meetings  Meet with course instructor as scheduled  Bi-weekly journal  Evaluation with fieldwork supervisor  \*\*Attend resume refresher workshop  \*\*Attend 2 professional development workshops  Join a professional organization related to your fieldwork experience  Complete final project portfolio | Complete fieldwork  Read assigned readings  Attend class meetings  Meet with course instructor as scheduled  Bi-weekly journal  Evaluation with fieldwork supervisor  \*\*Attend resume refresher workshop  \*\*Attend 2 professional development workshops  Join a professional organization related to your fieldwork experience  Complete final project portfolio |

\*Not applicable for PASA students entering the program Fall, 2012 or later.

\*\*Resume updates and professional development workshops are required for each semester of enrollment in Fieldwork after the first credit.

**To earn a grade of Credit (CR) for this course, students must:**

**1. Complete and turn in the Internship Plan.** Students may not begin accruing Fieldwork hours until the plan has been approved by the instructor, usually after week 1 of the semester.

**2. Attend class meetings.** All students are required to attend scheduled class meetings. Students will be able to gain new information for the semester and meet other students in the course. Updates and/or new options to the menu of requirements will also be announced at this meeting.

**3. Meet with course instructor.** All students are required to participate in meetings or Skype calls with the course instructor. Sign-ups for these meetings will be arranged by the instructor. These meetings must be completed for EVERY semester that you are enrolled in the course.

**4. Complete the journal entry every two weeks.** Journal entries are to be posted to Blackboard no later than Saturday at 11:59 p.m. (and address the previous 2 weeks of activities). Journal entries that are not posted within two weeks following the specific week will not be counted towards a student’s graded work. Journal entries may not be “saved up” and posted to Blackboard at the end of the semester. Journal entries are due 6/5, 6/19, 7/10, 7/24 and 8/7.

**5. Read the assigned readings.** Each of the class meetings will focus on a set of assigned readings, posted to Blackboard. The first set will pertain to issues of mentorship and professional growth and development; the second set will discuss workplace competencies.

**6. Attend a resume refresher workshop.** All students must attend a workshop during their 2nd, 3rd and 4th units (if applicable) of Fieldwork.

**7. Attend a professional development workshop***.* All students must attend one professional development workshop during their 2nd unit of Fieldwork and two professional development workshops in the 3rd and 4th units (if applicable) of Fieldwork.

Attend professional events that offer you relevant professional education and development opportunities. These may include the annual, or more frequent, meetings of professional and academic associations relevant for your professional interests.

**8. Join a professional organization related to your fieldwork experience.** In the 3rd and 4th units of Fieldwork you are asked to join a professional organization as a student member to expand your understanding of current practice and research or other professional activities in your field of interest.

**9. Complete fieldwork hours.** Complete number of hours negotiated with field supervisor. Only work completed on the Fieldwork project may count towards the 50 or 70 hours per unit.

**10. Complete the final project portfolio.** Final projects in electronic form, to be submitted via Blackboard in one file, are **DUE August 11**. They include:

* One to two page summary of your fieldwork project
* The log of hours, signed by your fieldwork supervisor
* A copy of the written evaluation discussed at your evaluation meeting with your supervisor at the end of the semester. Your instructor will provide a template for the evaluation.
* Documentation of the tasks you completed (invitations, flyers, syllabi, memos, etc.)
* Documentation of the workshops or events you attended (handouts, etc)
* Documentation of enrollment in a professional organization (if pertinent)
* Your updated resume
* Three to four page reflection on your fieldwork experience. Please consider the following prompts as you write your reflection (pick one):

1) Identify a situation, responsibility or issue that was challenging to you during the course of your Fieldwork assignment. What was it, and how did you address it?

2) Identify something in your Fieldwork that you felt was successful. What was it, and what led to this?

3) Pick 2 readings related to professional work in higher education administration. How de these readings connect with your experiences in the workplace?

**University of Southern California**

**Rossier School of Education**

**EDHP: 587 Field Work in Higher, Adult, and Professional Education**

**This Plan must be posted to the Assignment section of Blackboard by Friday, May 29.**

**INTERNSHIP PLAN FOR (your name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Units (circle one): 1 2 3 4 units**

**Postsecondary educational institution providing internship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Description of Internship:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**If this internship is located at your place of employment, how will the experience or set of tasks in your internship be different from, and exist IN ADDITION to, your current postsecondary or directly related employment?:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Note: Don’t be intimidated by the following requests for statements of “goals,” “tasks,” and “interviewees.” You may not have much developed your plans for each of these purposes, and it is intended that you will refine your thinking during the internship. Stating these ideas now will help you begin the process of reflecting about your internship, a major theme for this 587 course.**

**Specific tasks and services you will perform in Internship: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Specific goals for your personal development of career goals, values, professional competencies, and professional networks through this Internship:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Specific persons (or categories and/or titles of persons) to be interviewed as part of this Internship:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Additional names or titles can be listed on an additional page**

**This completed plan must be posted to Assignments on Blackboard by Friday, May 29**

**University of Southern California**

**Rossier School of Education**

**EDHP: 587 Field Work in Higher, Adult, and Professional Education**

**FIELDWORK LOG FOR:**

|  |  |  |
| --- | --- | --- |
| **Date** | **Task** | **Hours Completed** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  | Evaluation activity with supervisor (include written evaluation from meeting) |  |
|  |  |  |
|  | APPROVED BY: | TOTAL HRS: |

**Relationship of Intern with Fieldwork Supervisor**

The course instructor will be sending a letter of introduction to your Fieldwork Supervisor. As an addendum, the following list of suggestions will be included. These suggestions concern a general model of internship possibilities, and it is not likely that any internship could feasibly include all of them. Whether or not any of these supervisory activities are manifest in your internship is, of course, up to your supervisor.

1. Outline your expectations clearly and early.
2. Write an introductory memo to others in student affairs (or related functions) about who the student is and what he/she will be doing; particularly let key personnel know that you will be asking the student to make an appointment to discuss items relating to the project(s) the student will be working on at the site and other issues.
3. Keep information regularly flowing to the student:
   1. a. Establish an in-basket for the student
   2. Invite the student to special events (e.g., professional development programs, consortium meetings) even if on a day other than their regular time.
   3. Add the student to the routing slip for office memos/info items.
4. Be sure the student has a desk to share, access to a telephone, access to a computer, etc. Add the student to your campus electronic mail if possible and/ or applicable.
5. Ask the student for observations, feedback or opinions about office decisions/issues. (This pushes them to think and helps you assess their skills.)
6. Give frequent performance feedback. Identify the evaluation mechanism to be used for the experience early on--make it an office evaluation form if appropriate. Give a copy to the student, (and possibly send a copy to the course instructor).
7. Schedule a standing one-hour monthly appointment with the student for the whole semester. Assess the student’s job performance. Please make sure the student knows ahead of time if appointments need to be rescheduled.
8. Take the student with you to appointments and meetings so they can observe issues unfold and see administrative dynamics.
9. Ask the student to join you for lunch when you can, particularly early in their experience; help them arrange informative lunch appointments.
10. If you share the fieldwork supervision with another professional, make it clear to whom the student is responsible for which parts of the experience. Have a back-up for the days you will be out.
11. Update the student weekly about events that have occurred in the intervening week. Highlight campus events that have student affairs implications -- the student might want to bring some of these to the attention of the class.
12. At the mid-semester point, review the learning contract to see if any items need to be re-negotiated, particularly review expectations of projects.
13. Treat the student as a “new professional” in the office. Teach them how to delegate the use other human resources effectively (e.g., how to work with support staff and undergraduate student workers).
14. Identify projects the student can manage independently over the course of the semester. Describe 3-4 options so you and the student can match learning needs/interests to project opportunities.
    1. If projects require clerical help, make sure the appropriate office workers (e.g., secretary, assistants, student workers) know the intern will be giving them important tasks to do. Empower the intern to use the support staff as appropriate.
15. Call the fieldwork faculty with any concerns about the student so the faculty team can help this be a useful experience