EDUC 777 Syllabus 1

EDUC 777: Administrative Practicum

Center for the Study of Higher and Postsecondary Education, University of Michigan
Winter 2016 (1.5 credits)

Dr. Katherine A. Madden
2108 School of Education Building
maddenk@umich.edu
734.647.1412

Room: 2229 School of Education Building
Office Hours: By appointment or walk-in
Class Time: Selected Thursdays, 9:00 a.m.-12:00 p.m.

Course Description
This course is intended for master’s students in higher education as a complement to their concurrent participation in an internship in a supervised field setting. The broad purpose of this course is to prepare graduate students for professional practice in various higher education contexts. To achieve this goal, this course is designed to help students link theoretical current issues and administrative topics to their own professional development and their work (i.e., practice) in higher education settings.

Through exposure to practicing professionals, campus site visits, discussion of work experiences, reflective assignments, in-class exercises, and selected readings, this course is designed to provide students opportunities to develop professional habits of thought and behavior, to think critically about their past and current work experiences and their classroom learning, and to intentionally plan ways to achieve their professional goals and aspirations.

This course extends across two terms. In the fall term, the course will focus on individual professional and social identity, in particular through reflection and discussion structured around internship experiences. The focus of the winter term will be on issues related to a profession in higher education as members of a broader community of practice. To achieve this, activities will involve learning from CSHPE alumni and internship partners, in addition to students’ CSHPE peer community. Both semesters will address aspects of conducting a job search as a professional in the field.

Intended Learning Outcomes (Fall 2015-Winter 2016)

1. To understand yourself better as a professional in higher education as your knowledge, skills, and personal capacities change over time
2. To develop and clarify your professional goals through self-reflection, discussion with peers, learning from current professionals in the field, and connecting to relevant professional development resources
3. To learn about different types of professional positions in higher education, including where they are located organizationally, and to assess the possible fit between these positions and your own goals and skills
4. To gain knowledge of tangible ways in which to prepare for the job search as a professional in the field
5. To recognize ways to apply theory to practice by seeking to understand how the CSHPE curriculum is ‘lived out’ in practical application through your and others’ internship experiences

Course assignments, activities, and the course schedule are driven by the intended learning outcomes for this course and are organized around these topics.

Absences. Class attendance is important. Each student may miss one class meeting per semester; if this is not due to an emergency or illness, this absence must be approved by me at least two weeks in advance. If an unforeseeable conflict arises on a campus visit day, I will offer an alternative assignment.

Special Needs. If you need accommodations due to a disability, please contact me within the first two weeks of the class so that we can meet and make appropriate arrangements. Also, if other life circumstances arise that may affect your participation or performance in this class, please let me know so we can work together to identify an appropriate way to handle your situation as it affects your success in this class. If you wish to register with the Office for Services for Students with Disabilities, please see http://ssd.umich.edu or call 734.763.3000.
Due dates. Aside from your Canvas discussion postings, you should submit your written course assignments online via the Canvas site by 9:00 a.m. of the due date listed, unless otherwise noted. Please also submit a hard copy of your assignments by the deadline.

The Canvas site. On the class Canvas site, you will find a variety of resources relevant to your work in this class. I will also post announcements here, as well as new resources as they become available (e.g., information about the campus visits). Please check the Canvas site in preparation for each class session for readings and other resources. In addition, we will engage in an ongoing class forum discussion via the Canvas site.

Styles and Structures for Professional Writing. When you cite sources for course assignments, you should reference them appropriately according to the APA Manual (6th edition). For some of your assignments focused on personal reflection, you may not need to cite outside sources.

Assignments. Assignments this term are designed to encourage you to reflect on your internship experience, critically assess your current strengths and areas for growth in terms of professional skills, learn how to articulate your skill set and competencies to others, and integrate multiple areas of learning from throughout your graduate program.

Ground Rules/Class Expectations for Engagement. These were developed during the fall semester and will be revisited as necessary.

Grading
This course is offered for pass/fail credit. I will offer feedback that indicates where your performance is superior (check plus), acceptable and “on track” (check) and where you should give priority to improving your knowledge and skills (check minus). My minimum expectation is that each student will do the following:

a) Prepare for and participate meaningfully and fully in all class meetings (more than one unexcused absence or late arrival this term will result in an unsatisfactory grade)
b) Submit thoughtful and carefully prepared assignments on or before the due date
c) Receive a satisfactory or better evaluation from your internship field supervisor.

Active engagement is important for learning and taking full advantage of the opportunities offered in this class. If circumstances arise that jeopardize your success in this class, please let me know so we can discuss how to address this situation.

Class Outline:

Winter Session 1 (January 7)- Introduction to the Semester/First Career Panel: Institutional Research

Gain knowledge of the following:
- Learning objectives and course structure for winter term
- Higher education career pathways related to institutional research (Elias Samuels, Adam Baker)

Assignment due on this date:
- Review resumes of the panelists that are posted on Canvas; Be prepared to ask questions regarding career paths in this functional area
Winter Session 2 (January 21)- Articulating Your Experience from Inside and Outside the Classroom

Gain knowledge of the following:

- Network with CSHPE alumni who will share their experience as both job seekers and members of hiring teams
- Gain tangible tips and strategies related to the interviewing process
- Give and receive constructive feedback within a safe community of peers

Assignment due on this date:

- Canvas posting due by 9:00 a.m. on 1/19: 3-4 sentences about your internship

Winter Session 3 (February 4)- Mini-Presentations I/Second Career Panel: TBD

Gain knowledge of the following:

- Higher education career pathways related to careers focused on TBD
- Knowledge of peers’ internship experiences, in addition to the units in which they work

Assignment due on this date:

- Reflection on Shadow Experience, 4-5 pages
- Canvas posting due by 9:00 a.m. on 2/2: 3-4 sentences about your internship
- 11 People: Internship Presentations
- Review resumes of the panelists that are posted on Canvas; Be prepared to ask questions regarding career paths in this functional area

Winter Session 4 (February 18)- Mini-Presentations II/Third Career Panel (Student Affairs)

Gain knowledge of the following:

- Higher education career pathways related to student affairs (Taryn Petryk, Amanda McLittle, Will Sherry)
- Knowledge of peers’ internship experiences, in addition to the units in which they work

Assignment due on this date:

- Canvas posting due by 9:00 a.m. on 2/16: 3-4 sentences about your internship
- 11 People: Internship Presentations

Winter Session 5 (March 3)- No Class/Spring Break

Winter Session 6 (March 17)- Mini-Presentations III

Gain knowledge of the following:

- Learn strategies to prepare oneself for the job search related to submitting application materials, communicating with a potential employer, negotiating a salary, etc.
- Knowledge of peers’ internship experiences, in addition to the units in which they work
Assignment due on this date:
• Canvas posting due by 9:00 a.m. on 3/15: 3-4 sentences about your internship
• 11 People: Internship Presentations

Winter Session 7 (March 31)- Campus Visit to Eastern Michigan University

Gain knowledge of the following:
• How institutional mission influences the work of professionals across functional areas of higher education
• Characteristics of the student population at this institution, in addition to the role of staff and faculty members who interact with students in various ways
• Types of backgrounds and experiences that units at this type of institution look for in potential job applicants

Winter Session 8 (April 14)- Class Wrap-Up

Gain knowledge of the following:
• Wrap-up the semester

Assignment due on this date:
• Final Integrative Paper (4-5 pages)
• Canvas posting due by 9:00 a.m. on 4/12: 3-4 sentences about your internship
Written Assignments:

1. **Canvas Discussion Forum (Due throughout the semester)**

Throughout the term, you will be asked to share brief postings on the Canvas forum site about your internship. These postings should include three to four sentences in response to a specific prompt I post regarding your internship or professional experience. You may respond to others’ posts if you wish to do so, although this is not required.

The purpose of this activity is to provide an ongoing venue for a starting point for discussions about your internship experiences with your cohort. In your postings, you should look for trends you and others describe, connect themes from experiences to readings and speakers from this class and other courses, and pose additional questions for colleagues in your cohort. Please remember cohort expectations for communication that you established as a group during the first semester.

You are responsible for reading all postings before class, as they may inform that day’s class discussion. **Postings (in addition to any replies) must be complete 48 hours prior to the start of class.**

2. **Reflection on Shadow Experience, Due February 4th, 4-5 pages**

*For this paper, you will have two options. Please consider the following two written prompts and select one.*

Identify a partner in this class who works at an internship site other than your own. Arrange to “shadow” each other for at least **60 minutes** to learn about the work of the other person’s internship site in light of one of the two prompts below. You may find it helpful to arrange short informational interviews or have informal conversations with one or more of the professionals who work in the office you shadow, observe the partner you are shadowing lead a meeting/training, interact with students involved in programs coordinated through that unit, etc. Your goal should be to learn about the mission of the work completed there and how this work is carried out, in addition to observing the physical environment of this unit.

Please check with your supervisor for approval about when would be best to bring your partner to shadow you, in addition to what may not be appropriate to share with your partner (e.g. you should consider how confidential information is shared in this space, what should be communicated about internal processes, etc.). You should not “clock” the time that you spend as part of this activity.

**Option One: Considering Professional Fit**

Begin your paper by briefly identifying the site of your shadow experience, in addition to the mission and related work of that unit. The bulk of your reflection should be devoted to discussing reasons why you believe you would or would not be interested in working as a full-time professional in a unit similar to the one in which you shadowed.

Questions you may wish to consider include the following: In what ways do you think the mission of this unit would align with your professional and personal identities and values? What is the organizational structure of the office and how are decisions made? What interaction with faculty does this unit have and in what capacity? How do professionals in this unit support students’ learning and development? What are skills and/or professional competencies required to work in this unit?

**Please note that the unit of analysis for this experience is the unit, as opposed to the internship role itself.**
Option Two: Theory to Practice

Consider the location you observed during your shadow experience, in addition to who is impacted and/or served by the work of this unit. How do you see theory or concepts you have discussed in your coursework “lived out” through this internship site? If you have prior professional experience, you may wish to consider connections you see in this example of application of theory to practice with what you have observed in your previous workplace.

For this second prompt, please ensure that you cite references appropriately, using APA format.

3. Professional Expertise Mini-Presentation (Due February 4, February 18, or March 17), 5 minute mini-presentation, plus Q&A

This presentation will provide the opportunity for you to present on a topic of expertise you have developed this past year through your internship. The format for this mini-presentation should be similar to that if you were presenting this topic to a professional community of colleagues, for example, at a staff meeting. The five-minute time limit will be strictly enforced, so it will be important for you to plan ahead to ensure you can adequately communicate information in a succinct and clear manner.

Your mini-presentation should accomplish the following:

• Provide a brief overview of a topic of your choice related to your internship that you wish to share with your colleagues in this class. This topic may be a project you coordinated, a system or protocol with which you are now familiar, or another idea of your own related to your internship experience.
• Include at least five references in APA format that inform or are related to your presentation. These should be shared with the class in some way as part of your presentation. For many individuals this will be a practitioner-focused presentation, and as such, your references need not be scholarly ones.

* Topics for your presentation must be approved at least 1 week prior to your presentation.

4. Final Integrative Paper (Due April 14), 4-5 pages

The purpose of this paper is to encourage continued reflection in light of your learning goals and professional experiences this academic year. Please provide an assessment of yourself as a developing higher education professional. The paper should include the following:

• A synopsis of your end-of-term evaluation conversation with your supervisor, including specific comments about your strengths and areas for growth. These may be similar or different from those you discussed during the fall semester. You may wish to include the professional competencies you focused on this past year, although this is not necessary (some of you may choose to focus on professional competencies more than others during this second semester of the course).
• Please integrate multiple areas of your learning this past year that occurred inside the classroom through your CSHPE and cognate courses, in addition to through your internship and/or professional experiences.