EDUC 777: Administrative Practicum
Center for the Study of Higher and Postsecondary Education, University of Michigan
Fall 2015 (1.5 credits)

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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 challenges 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 more broadly on professional identity and representation while working in the field of higher education, in particular through reflection and discussion structured around internship experiences. Students will be introduced to the rich network of resources present in the CSHPE community through current master’s and doctoral students, alumni, internship supervisors, and other colleagues. The emphasis of winter term will be on issues related to a profession in higher education, focusing on learning about careers across functional areas, in addition to developing skills related to the job search.

Intended Learning Outcomes (Fall 2014-Winter 2015)

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 process as a professional in the field
5. To recognize ways in which to apply theory to practice by seeking to understand how the content of 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. However, circumstances occasionally arise when you cannot attend (e.g., if you have a medical emergency). Please be selective in such occasions, and whenever possible, please alert me in advance and arrange to review class activities with classmates. If a conflict, which I approve, arises on a campus visit day, I will offer an alternative assignment. **Missing more than one class session or arriving late more than one time during each term will jeopardize your success in this course.**
Special Needs. If you believe that you may 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 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 as a student. 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 in class that day.

The Canvas site. On the class Canvas site, you will find a variety of resources relevant to your work in this class. I will 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. The instructors to EDUC 561 will have access to the Canvas site for this course, including the discussion forum.

Styles and Structures for Professional Writing. I recommend buying a copy of the APA Manual (6th edition) to have as part of your professional resources. When you cite sources for course assignments, you should cite them appropriately according to this Manual. A few referencing examples are available online (http://www.apastyle.org/), but are not comprehensive. More importantly, referencing format is only one of many types of information about professional writing addressed in this Manual.

Campus Visits. As part of the curriculum for this course, in conjunction with EDUC 561, students will be required to attend campus visits to nearby institutions in order to learn about the history, mission, and current issues present at colleges and universities; the colleges and universities we visit will represent a variety of institutional types where students may one day work. Please plan ahead to coordinate carpools to these sites. Because some of the institutions we visit may be located out of town, you should plan to include travel time to and from campus.

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 or where the appropriate quality of writing is not met (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 absences 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 for 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.

Ground Rules/Class Expectations for Engagement.
1. Listen actively and respect others when they are talking.
2. Speak from your own experience (use "I" instead of "they," "we," and "you").
3. Challenge the idea, not the person.
4. Avoid personal put downs or accusatory comments. Acknowledge individual experiences.
5. Be conscious of body language and nonverbal responses because they can speak as loudly as words.
6. Participate to the fullest of your ability -- community growth depends on the inclusion of every individual voice. Be willing to share your own story and experience.
7. Respect confidentiality.
**Assignments.** The assignments for 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.

**Fall Written Assignments**

All written assignments should be double-spaced using standard-sized font with one-inch margins and be formatted according to APA Guidelines. For the purposes of these assignments, you need not include a title sheet or pager header. These assignments are personal reflections and as such should be written in first-person narrative; they often will not require reference to scholarly citations. Each assignment, however, should include a clear introduction and conclusion, in addition to a critical reflection of the issues at hand, and should be carefully proofread. I will provide a grading rubric for each assignment.

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 about either a specific prompt or your internship experience in a broad sense (e.g. a new skill you developed, something that surprised you, an activity you found challenging, an outcome you are proud of, a question you have, etc.).

You should also reply to one of your peers’ postings in a brief one to three sentences. The purpose of this activity is to provide an ongoing venue for discussion about your internship experiences with your cohort. In each of your initial postings and replies to other postings, you should look for trends in your and your classmates’ experiences, connect themes from experiences to readings and speakers from this and other courses, and pose additional questions to colleagues in your cohort.

You are responsible for reading all postings before class, as they may inform that day’s class discussion. **Both initial postings and responses to others’ postings must be complete 48 hours before the start of class to ensure that everyone has the opportunity to read postings prior to meeting for class.**

2. **Start-of-Term Learning Contract /Initial Goals Reflection Paper (Due October 1), 3-4 pages**

The **Learning Contract document** is intended to be a structured resource that helps students to think critically about their experiential learning while they work with supervisors to focus strategically on areas within their internships in which they hope to develop their skill set further. The first part of this document is to be completed by the student; the second part includes areas in which the supervisor’s input is requested. Both students and supervisors should review and sign this document before the student submits it at the start of the term, by October 1.

The **3-4 page Initial Goals Reflection paper** will provide the opportunity for you to reflect on your academic and career goals, in addition to professional skills related to those goals, at the start of your graduate program. This paper will have two parts:

   **A.** Part A should include a description of your academic and professional goals. Please address the following:
   - What are your short-term professional goals (i.e. what area(s) of higher education or types of positions might you consider pursuing after you graduate from the master’s program)?
   - What are your longer-term professional goals (i.e. what area(s) of higher education or types of positions might you consider pursuing as a seasoned professional in the field)?

   **B.** Related to the above goals, in Part B please identify and discuss three competency areas you wish to improve upon during this upcoming year (the competencies you choose should be among those that you identify with your supervisor in your Learning Contract, selected from the document entitled
“Professional Competency Areas for Student Affairs Professionals: Rubrics for Professional Development” (http://www.myacpa.org/files/professional-comp-rubricspdf). Competencies that you identify may be selected from across multiple rubrics/levels.). Please also refer to the name of the rubric in which each competency is located. One example of a competency area and its rubric may include the following:

**Collaboration, as part of the Advising and Helping Rubric**

You need not include reflection on the various levels of the competencies (beginner, intermediate, advanced). As part of your discussion of these three competency areas, please reflect on your strengths and areas of growth, as you perceive them now.

Throughout the semester, you should revisit both your goals and the competencies you identify as areas of focus so that you can reflect on your personal development in the final integrative paper at the end of the year.

3. **Reflection on a Job Posting (Due October 29), 3-4 pages**

Write a 3-4-page personal reflection, structured around a job posting for which you would might consider applying to shortly after finishing your master’s program. Candidly reflect on and discuss your strengths and areas for growth in light of requirements and qualifications specific to that job posting (you may also wish to refer to competency areas you see as relevant to the job you identify). You should address the three following questions:

- What are the required areas of knowledge and skills for this position? (These may or may not be explicitly identified in the job posting.)
- In what ways do you meet the qualifications, or in what areas should you grow in order to become a stronger candidate for this position by graduation?
- How would institutional type influence the roles inherent in this position?

Examples of places where you may wish to look for a relevant job description are below:

- Individual human resources sites at institutions where you have an interest in working (http://www.academic360.com/hr provides a map with links to various college and university human resources sites)
- Umjobs.org
- HigherEdJobs.com
- Chroniclevitae.com/job_search
- Jobs.studentaffairs.com
- Websites for professional associations related to the functional area in which you plan to work

Additional questions you may wish to consider include the following: What would you choose to communicate with a potential employer about your related experiences? In what ways would this position and workplace environment align with your professional goals that you submitted at the beginning of the term (or what they are now)? With what questions does this job posting leave you?

This assignment is for me to read, as opposed to an actual cover letter intended to be submitted to a potential employer. As such, it should be written as a personal reflection. **Please also submit a copy of the text for the job posting itself (not only a webpage link).**

4. **Higher Education as a Workplace: The Views of Professionals in the Field (Due November 26), 3-4 pages**

Completing this 3-4 page paper will require you to interview three different professionals:
5. End-of-Term Learning Contract /Summary Reflection Paper, 1 page (Due Dec. 10)

After having a discussion with your internship supervisor regarding the professional competencies you identified at the start of the year and your growth in these areas, complete the remainder of the Learning Contract document. Both students and supervisors should review and sign this document before the student submits it at the start of the term, by December 10th. Ideally you will also have met with your supervisor by this point regarding your semester performance evaluation, which can inform this assignment.

Please also write a brief one-page reflection paper that addresses the following question:
In reflecting on the competencies you identified in this document, in addition to the process of discussing them with your supervisor, what did you learn about yourself? (For example, you may wish to describe whether you were surprised by anything regarding the ways you have grown in these competency areas, if you and your supervisor held different perspectives when completing the final column, etc.)
Fall Session 1 (September 10): Vulnerability and Identity

Students will gain knowledge of the following:

- Overview of the course for the semester and general housekeeping items
- Class expectations for engagement
- Introduction to Professional Identity and Vulnerability (Caproni’s “self concept” and Brown’s “authenticity”)

Assignments:
- Read Caproni’s Chapter 2
- Read Brown’s Chapter 1

Fall Session 2 (September 17): Integrating Your Social and Professional Identities

Students will gain knowledge of the following:

- Become familiar with professional competencies, as agreed upon within a practicing community of professionals, as a tool in order to structure one’s own professional development goals
- Gain knowledge surrounding the expectations for participating in the CSHPE internship program, both those of students and supervisors
- Learn that social identity is systematic and socially constructed
- Understand how social identities, and the socialization of identities, influence and intersect with one’s professional identity

Assignments:
- Meet with CSHPE peer mentor to discuss the following:
  - Why you each decided to pursue higher education as a field of study
  - Your personal and professional backgrounds, including the institutions you have attended and/or worked at
  - The functional areas you are each interested in, and the reasons why you are interested in working in these areas
  - Where your peer mentor completed an internship and what he or she learned from that experience
  - Strategies and resources that your peer mentor found helpful through the first year of the master’s program
  - Ways in which peer mentors have become involved in professional communities (through one’s internship, CSHPE community, alumni contacts, professional associations, etc.)
  - Optional: Ways in which you have each integrated personal and social identities into your work in higher education.
- Canvas posting: 3-4 sentences about your internship; Reply to 2 other postings in 1-3 sentences

Fall Session 3 (October 1): Membership in Professional Communities

Students will gain knowledge of the following:

- How to use resources, such as LinkedIn and Twitter to develop professional networks
- Ways to become involved in professional associations

Assignments:
- Start-of-Term Learning Contract and Start of Term Learning Goals, 3-4 pages
- Canvas posting: 3-4 sentences about your internship; Reply to 2 other postings in 1-3 sentences
Fall Session 4 (October 15): Representing Yourself as a Higher Education Professional

Students will gain knowledge of the following:
• How to develop a professional philosophy statement
• Strategies to structure a professional resume that will position an applicant well for the job search

Assignments:
• Create and/or update LinkedIn profile (At minimum must contain professional photo, education, and employment, including current internship)
• Bring 2 hard copies of your updated resume/CV
• Canvas posting: 3-4 sentences about your internship; Reply to 2 other postings in 1-3 sentences

Fall Session 5 (October 29): Campus Visit to Washtenaw Community College

Students will gain knowledge of the following:
• Current issues facing a community college, in addition to staffing structure, student demographics, and how mission influences the work of faculty, staff, and students at this institutional type

Assignments:
• Reflection on a Job Posting, 3-4 pages
• Review links posted on Canvas site
• Canvas posting: 3-4 sentences about your internship; Reply to 2 other postings in 1-3 sentences

Fall Session 6 (November 12): Campus Visit to Madonna University

Students will gain knowledge of the following:
• Current issues facing a private, faith-based university, in addition to staffing structure, student demographics, and how mission influences the work of faculty, staff, and students at this institutional type

Assignments:
• Review links posted on Canvas site
• Canvas posting: 3-4 sentences about your internship; Reply to 2 other postings in 1-3 sentences

Thanksgiving Day (November 26): No Meeting

Assignments:
• Higher Education as a Workplace: The Views of Professionals in the Field, 3-4 pages
• TBD Reading
Fall Session 8 (December 10): End-of-Semester Reflection: Collective Identity

Students will gain knowledge of the following:
- Reflection on personal growth throughout the first part of the semester—individually and as a collective group

Assignments:
- End-of-Term Learning Contract and Summary Reflection Paper, 1 page
- Canvas posting: 3-4 sentences about your internship; Reply to 2 other postings in 1-3 sentences