EDUC 777: Administrative Practicum (MA)
Center for the Study of Higher and Postsecondary Education, University of Michigan
Winter 2012 (1.5 credits)

Dr. Patricia M. King, Professor
Room: 2229 SOE Building
2108A School of Education Building
Office Hours: By appointment
734-615-6740, patking@umich.edu
Class Time: Monday, 9AM-12PM;

Intended Learning Outcomes (Fall, 2011-Winter, 2012)

1. To understand colleges and universities as organizational settings for work and how having an educational mission affects this work;
2. To better understand yourself as a professional in higher education, refining your self-assessments and goals as your knowledge, skills, and personal capacities change over time;
3. To continue to identify and clarify professional goals, seek out experiences that would help achieve your goals, seek out and learn from feedback, and use these to inform your goals and improve your performance;
4. To develop an appreciation of the role and importance of professional ethics and accountability in the workplace;
5. To practice reflective modes of thought as a method for assessing and improving professional performance; and
6. To improve your understanding of the types of professional positions in higher education and their organizational locations, and to assess their possible fit with your goals and skills.

As you know, there are three major components in the conceptual model that guides this class; they are Exposure, Exploration, Ownership and Synthesis\(^1\). Each of these requires sustained attention and intentional decisions and behaviors in the context of your career planning. This term, we will continue to focus on the exposure and exploration steps through two additional campus visits and new units. (At the same time, you have will additional exposure and exploration through your participation in new courses, internship responsibilities, and through your involvement in other relevant activities. These provide other relevant sources of awareness for your personal and professional development.) In addition, this course includes the Ownership component, and (to a lesser degree) the Synthesis component. The rational here is that you will be better prepared to synthesize your academic, work, and other experiences during your last term of enrollment. (This would make an excellent topic of discussion to initiate with your academic advisor, your supervisor, and/or other important people in your professional network before you graduate.)

---

\(^1\) This conceptualization is based on the Supervised Practice curriculum used in the Department of Educational Leadership at Miami University (Ohio), and adapted for the CSHPE curriculum.
SCHEDULE

Week 1  January 23 – When the Personal and Professional Intersect

Readings
   Ch. 9: Diagnosing your own immunity to change (pp. 227-251)
   Ch. 10: Overcoming your immunity to change (pp. 253-282)

Week 2  February 6 – When Things Aren’t Quite Right at the Office… Conflict Resolution and Professional Ethics

I.  Guest: Mr. Tom Lehker, University Ombuds, UM (9:15AM)

II.  Professionalism and Professional Ethics (10:30)

Readings
ACPA Statement of Ethical Principles and Standards
Association of Student Conduct Administrators
http://www.podnetwork.org/faculty_development/ethicalguidelines.htm


   Ch. 6: The ethics of meaning-making (pp, 161-177)

Week 3  February 13 – Campus Visit: Jackson Community College, Jackson, MI
(Arrive by 8:45 AM)

[February 27-March 2: No Classes -- WINTER BREAK!]

Week 4  March 5 – Campus Visit to Eastern Michigan University, Ypsilanti, MI
(Arrive by 8:45 AM)

Week 5  March 19 – Career Development for CSHPE MA Students: Laurel Draudt
Readings: TBD
Week 6  April 2 – Individual Meetings (initial synthesis)

Week 7  April 9 – Individual Meetings, continued

Assignments

1) Campus Visit Reaction Papers (2 papers)
Following each campus visit, please prepare a brief (2-page) reaction paper. Written reactions and reflections should be more than documenting questions raised and responses made by campus representatives. Instead, first provide an overall impression of the campus along with your criteria (however informal) for making this judgment. Then provide a more in-depth analysis of an aspect of the visit that particularly interested you. Perhaps it caused you to re-examine your assumptions about the campus, the students, one of the functional areas, or motivated you to learn more about an issue or administrative strategy, or to want to gain the skills someone mentioned. Perhaps the campus visit provided you with a particularly helpful perspective as you think about your internship tasks and responsibilities, as well as about your future career objectives. In other words, use this as an opportunity to think more deeply about the visit, and to use it as a springboard for your own future learning and goal setting. (You may also use this as an opportunity to relate what you see at these institutions to the kinds of positions you are attracted to as you scan new job postings.)

In order to capture your reflections while they are fresh, please submit your papers as soon as possible following the visit, no later than the week following each campus visit (February 19-JCC; March 11-EMU). [Please post these in your CTools dropbox, putting your last name first on the document name.]

2) Professional Development Plan
The goals of this assignment are: 1) to understand your own assumptions and their implications for your journey toward self-authored professional development; 2) to create and implement a plan for your continued development; and 3) to engage with peers in reflective exercises that will help you be good company for yourself and create good environments for your development.

Kegan and Lahey’s (2009) book, Immunity to Change, is a workbook for examining your own professional development, and using this as a basis for promoting your own development. (Those who have studied self-authorship will recognize that these authors focus on finding many ways to make what is subject into object.) We will work through this process in class on January 23; I encourage you to continue to work with a class partner on this throughout the term. The insights you gain from this process can be used as the foundation for your plan for continued professional development. Please complete the following steps:

1. Generate the 4-column map (1 page), and offer an explanation (1-3 pages). We will begin this during the Week 1 class period.
2. Develop a plan to test the assumptions as described by Kegan and Lahey (1-2 pages) and implement the plan over the course of the semester.

Submit these sections **before Winter Break** (which starts February 27).

3. Write a reflection that conveys how you tested your assumptions and what insights you gained from doing so (5 pages).

4. Write a reflection on how the insights you gained relate to your 4-column map; articulate your plan to provide good company for yourself as you move forward (3-5 pages).

Submit these sections **by April 2**; this will be the focus of our Individual Meetings during Weeks 6 and 7.

3) **Continue to explore advertised positions in (or related to) higher education**
There are not specific assignment here; at this point, I encourage you to make this a professional habit.

4) **Continue to seek feedback** on your performance from trusted others [faculty, advisors, staff, colleagues, peers). Here, too, I encourage you to make this a professional habit.