

**Higher Education (HI ED) 497A**  
**Professional Graduate Seminar in Higher Education**  
**Syllabus**

**Instructor Information:**

<b>Course Instructor</b>	Dr. Frederick Loomis
<b>Teaching Assistant</b>	Ms. Allie Goldstein
<b>Teaching Intern</b>	Ms. Heather Chakiris
<b>Instructional Designer</b>	Ms. Jana Hitchcock

**Course Location, Time and Emergency Contact Information:**

Thursdays, 6:00 PM – 9:00 PM; 8/26/13 – 12/12/13 and online (optional debrief); Office hours 5:00 PM – 6:00 PM Thursdays or by appointment.

Class location: Room 403 Rackley Building and online

Emergencies:

Contact: 9-1-1 or 814-863-1111

Register for PSUTXT: <http://psutxt.psu.edu>

**Description and Goals of the Course**

This course is designed as an introduction to graduate study, to professional careers, and to professionalism in higher education. Students should leave this course with a plan for successfully completing their M.Ed. program of study and a roadmap for career success in higher education.

**Vision Statement:** Over the course of the next 15 weeks, we will develop a better “*sense of self*,” making important *connections* to others and to the field of higher education.

**Goals:** By the end of this course, we will have accomplished the following:

- Fully explored our educational goals and career options
- Improved our professional skills related to our intended career path
- Gained skills as *adaptive leaders* and *reflective practitioners* in higher education
- Be able to articulate to ourselves and to others, a working definition of what it means to be a successful graduate student and a high-performing higher education professional
- Improved our writing (reflective writing and critical analysis), collaboration, group process and presentation skills
- Created e-portfolios and badges and evaluated this assignment as a case study of innovation and change in higher education

Course goals include:

1. the development of writing proficiencies through frequent practice with multiple genres, direct instruction, formative feedback, peer review, and self-assessment monitored through a reflective “learning journal.”
2. The exploration of various career paths in higher education culminating in a career plan and professional e-portfolio that you will continue to build throughout your M.Ed. program.

Specific topics of study include:

1. graduate-level practices such as reading, writing, self-regulated and collaborative learning, and research;
2. professional practices such as career assessment and professional preparation, interviewing skills, working with mentors, resume writing, developing a on-line presence, project and time management;
3. professional behaviors and skills such as ethical decision-making, reflective practice, team building, and leadership capabilities.

The course is organized into four modules:

- 1) Orientation to Higher Education
- 2) Career Development in Higher Education
- 3) Developing Effective Reading, Writing, Research, and Presentation Skills
- 4) Collaborating and Leading Projects

The overarching goal of this course is to provide students with a comprehensive orientation to graduate study in higher education and to identify potential career paths in this field. In addition, students will leave the course with a good understanding of reflective practice in higher education and what it means to be a higher education professional and leader.

There are no prerequisites for the course.

### **Learning Objectives**

Upon successful completion of this course, students will be able to demonstrate:

- Understanding of Higher Education as a field of study and professional practice;
- How to navigate the hiring process for staff, as well as faculty;
- What it means to be a *higher education professional*:
  - Master personal productivity tools to manage time projects and meetings effectively;
  - to act responsibly and to be accountable to others;
  - to collaborate effectively as a member of a problem-solving team
  - to be a “reflective practitioner;”
- Demonstrate graduate-level reading, writing, research and communication skills through a variety of assignments including the initial composition of a career/learning e-portfolio and the maintenance of a reflective learning journal/blog;

- Plan for careers, professional development and lifelong learning, following the completion of their graduate program.

### **Class Culture**

The following attributes define the culture of the class. We will

- Respect the confidentiality of our sharing (what happens in the class stays in the class)
- Treat each other with respect and be in “harmony”
- Communicate *with* classmates and faculty – not *about* them to others
- Be prepared for each class and participate actively
- Keep an open mind and respect other opinions
- Encourage others to speak freely and without fear
- Respect different cultures and learning styles

### **Texts:**

American Psychological Association. (2010). *Concise Rules of APA Style*. (optional)  
Bolton, Gillie. (2010). *Reflective Practice: Writing and Professional Development*, 3<sup>rd</sup> edition. Los Angeles: Sage.

Students are expected to have access to a computer between classes to obtain resources on the ANGEL course website.

## Organization of the Course

The method for learning will involve a combination of lecture/presentation of key concepts, individual assignments, group learning, in class discussion (including debates and role plays) and between class discussion and sharing, using ANGEL and blog posts as part of your e-portfolio.

Class Sessions	Topics of Study and Assigned Readings
<b>Module I: Orientation to Higher Education</b>	
<i>August 29</i>	<b>Introduction to the Course and the M.Ed. Program</b> <ul style="list-style-type: none"><li>• Our collective goals for the course</li><li>• Personal learning styles</li><li>• The Higher Education Handbook</li><li>• Higher Education Student Association (HESA)</li><li>• Library tours and workshops <a href="http://news.psu.edu/story/284282/2013/08/14/academics/libraries-offer-seminars-research-skills-citation-tools-data">http://news.psu.edu/story/284282/2013/08/14/academics/libraries-offer-seminars-research-skills-citation-tools-data</a></li><li>• Other groups and University resources</li></ul>
<i>September 5</i>	<b>Foundations of Reflective Practice</b> <p>Read:</p> <ul style="list-style-type: none"><li>• Bolton, G. <i>Reflective Practice</i>, Chapter 1.</li><li>• Lesson in ANGEL</li></ul> <p><i>Reminder: HESA Dinner on September 6 at 6:00 PM !</i></p>
<i>September 12</i>	<b>Introduction to Higher Education</b> (field of study, program, faculty and students) Creating your Personal Portfolio with Sites at Penn State: See <a href="http://sites.psu.edu">http://sites.psu.edu</a> Introduction to reflective writing and learning journals/blogs Read: <ul style="list-style-type: none"><li>• Altbach, P. (2009). Higher Education: An Emerging Field of Research and Policy (<a href="http://gshe.international.wisc.edu/wp-content/uploads/2011/02/altbach-higher-ed.pdf">http://gshe.international.wisc.edu/wp-content/uploads/2011/02/altbach-higher-ed.pdf</a>)</li><li>• The Higher Education Program Handbook (pdf in ANGEL)</li><li>• Bolton, G. <i>Reflective Practice</i>, Chapter 3</li><li>• Lesson in ANGEL</li></ul>

<i>September 19</i>	<p><b>Succeeding as a Graduate Student</b></p> <ul style="list-style-type: none"> <li>• Professionalism in Higher Education</li> <li>• Seven Habits of Highly Successful Graduate Students /“Getting it Done”</li> <li>• Using your e-Portfolio to Document Your Learning</li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Fischer, B. A. and Zigmond, M. J. (1998), Survival Skills for Graduate School and Beyond. <i>New Directions for Higher Education</i>, 1998: 29–40</li> <li>• Bolton, G. <i>Reflective Practice</i>, Chapter 6-7</li> </ul>
<i>September 26</i>	<p><b>Areas of Higher Education Practice, Higher Education Career Paths; Collaboration in Higher Education, Planning Your Program of Study</b></p> <p>Panel Presentation on Career Paths</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Bolton, G. <i>Reflective Practice</i>, Chapter 9-10.</li> </ul> <p><i>1<sup>st</sup> draft of e-portfolio is due</i></p>
<b>Module II: Career Development in Higher Education</b>	
<i>October 3</i>	<p><b>Personal Assessments and Career Planning (MBTI and Kuder Journey Assessments)</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Rayman, J. and Atanasoff, L. (1999). Holland’s Theory and Career Intervention: The Power of the Hexagon, <i>Journal of Vocational Behavior</i> 55, 114–126</li> <li>• Salomone, Paul R (1996). "Tracing Super's Theory of Vocational Development: A 40-Year Retrospective" <i>Journal of Career Development</i>. 22 (3), p. 167.</li> </ul>
<i>October 10</i>	<p><b>Search Process: Resume, Cover Letter, Interviewing and Negotiation Skills</b></p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Penn State Career Handbook</li> <li>• Higheredjobs Career Tools and Job Agents:</li> <li>• <a href="http://www.higheredjobs.com/career/">http://www.higheredjobs.com/career/</a></li> <li>• Resume Writing: <a href="http://studentaffairs.psu.edu/career/students/resumes.shtml">http://studentaffairs.psu.edu/career/students/resumes.shtml</a></li> <li>• Sample Resumes: <a href="http://www.higheredjobs.com/career/resumes.cfm">http://www.higheredjobs.com/career/resumes.cfm</a></li> <li>• Interviewing Skills: <a href="http://www.higheredjobs.com/articles/articleDisplay.cfm?ID=2">http://www.higheredjobs.com/articles/articleDisplay.cfm?ID=2</a></li> <li>• <a href="http://student.worldcampus.psu.edu/career-services/conduct-your-career-research">http://student.worldcampus.psu.edu/career-services/conduct-your-career-research</a></li> <li>• Employees in Postsecondary Institutions (2011). USDOE Report.</li> </ul>
<i>October 17</i>	<p><b>Professional Development and Mentoring</b></p> <p>Panel Presentation</p>

	<p>Read:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Associations for Higher Education Professionals: <a href="http://www.spelmanandjohnson.com/news/associationsforhig_36/">http://www.spelmanandjohnson.com/news/associationsforhig_36/</a></li> <li>• The Benefits of Being Active in Professional Associations: <a href="http://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=438&amp;Title=The%20Benefits%20of%20Regional%20Associations%20for%20Academics">http://www.higheredjobs.com/Articles/articleDisplay.cfm?ID=438&amp;Title=The%20Benefits%20of%20Regional%20Associations%20for%20Academics</a></li> <li>• Penn State Guide to Mentoring for Graduate Students: <a href="http://www.gradsch.psu.edu/current/students.html">http://www.gradsch.psu.edu/current/students.html</a></li> <li>• Planning and Defining a Mentoring Relationship: <a href="http://birs07.stanford.edu/Mentoring-HOs-for-BIRS-Reimers.pdf">http://birs07.stanford.edu/Mentoring-HOs-for-BIRS-Reimers.pdf</a></li> <li>• Bolton, G. <i>Reflective Practice</i>, Chapter 11.</li> </ul>
<b>Module III: Professional Writing and Communication Skills</b>	
<i>October 24</i>	<p><b>Professional and Academic Writing</b>  How to read and analyze educational policy studies  Guest Lecture: Dr. Evensen</p>
<i>October 31</i>	<p><b>Reflective Writing: Creating a Personal Narrative and Learning Journal</b>  Read:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Bolton, G. <i>Reflective Practice</i>, Chapter 12.</li> <li>• Reflective Writing. The Learning Centre <a href="http://www.lc.unsw.edu.au">http://www.lc.unsw.edu.au</a> (PDF in ANGEL)</li> <li>• Hyater-Adams, Personal Narrative in Scholarly Writing (PDF in ANGEL)</li> </ul>
<i>November 7</i>	<p><b>Presentation and Professional Communication Skills</b>  Read/View:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Steve Jobs, “How to Live Before You Die” <a href="http://www.ted.com/talks/lang/en/steve_jobs_how_to_live_before_you_die.html">http://www.ted.com/talks/lang/en/steve_jobs_how_to_live_before_you_die.html</a></li> <li>• Ali Carr-Chellman, Penn State Professor of Education, <a href="http://www.ted.com/talks/ali_carr_chellman_gaming_to_re_engage_boys_in_learning.html">http://www.ted.com/talks/ali_carr_chellman_gaming_to_re_engage_boys_in_learning.html</a></li> <li>• Harrington and Carr, Twelve Tips for Effective Presentations (PDF in ANGEL)</li> <li>• E-mail communication: <a href="http://writingcenter.unc.edu/handouts/effective-e-mail-communication/">http://writingcenter.unc.edu/handouts/effective-e-mail-communication/</a></li> </ul>
<b>Module IV: Professional Skills: Leading and Collaborating on Projects</b>	
<i>November 14</i>	<p><b>Managing Meetings and Planning Projects</b>  Read/Review:</p> <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Mind Tools (Meeting Management) <a href="http://www.mindtools.com/index.html">http://www.mindtools.com/index.html</a></li> <li>• 12 Basic Principles of Project Management <a href="http://chronicle.com/blogs/profhacker/12-basic-principles-of-project-">http://chronicle.com/blogs/profhacker/12-basic-principles-of-project-</a></li> </ul>

	<a href="#">management/31421</a>
<i>November 21</i>	<b>Reflective Practice, Ethical Leadership and Collaborating with Others</b> Read/Review: <ul style="list-style-type: none"> <li>• Lesson in ANGEL</li> <li>• Bolton, G. <i>Reflective Practice</i>, Chapter 9</li> <li>• ‘Raelin, Joseph A. ‘I Don’t Have Time to Think!’’ versus the Art of Reflective Practice. PDF in ANGEL</li> </ul>
<i>December 5</i>	<b>Developing and Maintaining Your Learning e-Portfolio</b> Read/Review: <ul style="list-style-type: none"> <li>• e-Portfolio blogs of classmates</li> <li>• Inter/National Coalition for Electronic Portfolio Research Final Report Penn State University February, 2009 (PDF in ANGEL)</li> </ul>
<i>December 12</i>	<b>Course Wrap-up: Enduring Understandings, Group Presentations and Final Learning Journal</b>

**Assessment Plan:**

<b>Assignment Value</b>	<b>Assignment</b>	<b>Due Date</b>
20 points	In Class Discussion (attendance, contributions, sharing and reflection)	Each week
10	<b>Personal Learning e-Portfolio</b> (1 <sup>st</sup> draft) basic online presence with draft resume and cover letter	September 26
10	<b>Updated Resume/Cover Letter</b> based on feedback	October 24
10	<b>Article Critique</b> *	November 7
20	<b>Reflective Learning:</b> 1) Personal Journal (selected private entries to the shared with the Instructor) and 2) Public Blog (as part of our e-portfolio)	PRIVATE ENTRIES DUE: September 19, October 10, November 4, and November 22 <sup>nd</sup>  PUBLIC BLOGS DUE: September 26, October 24, November 14 , December 5
10	<b>Final Learning e-Portfolio/Blog with badges</b> *	December 5
10	<b>Informational Interview Report</b> *	October 24
20	<b>Group Presentation</b> *	December 12
EXTRA CREDIT 10 points possible	<i>Optional</i> Weekly Online Discussion Forum Posts and “badges earned” (additional credit .5 per contribution, 1 point for each badge, idea, or case study situation shared, up	Each Week

	to 10 points of extra credit) and course feedback.	
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\* *Students will create a rubric for these assignments in class.*

### **Summary of Written Assignments**

Students will be responsible for participating in participating in online discussions, self-and-peer assessments, and/or short papers and reflective journal entries regarding the lessons for each week. In addition, students will be responsible for completing four major written assignments, as indicated below:

#### ***1) Career and Learning e-Portfolio (resume, cover letter, career goals, program of study, reflective learning journal/blog)***

Students will use Penn State’s e-portfolio tool to create an online presence following the guidelines found at <http://sites.psu.edu>. Students will create a learning portfolio that they will continuously add to each semester of enrollment in the M.Ed. program. At the end of the program (HI ED 596) students will create a career portfolio which they will take with them after graduation, to be used for career advancement, professional development and lifelong learning.

The learning e-portfolio created in HI ED 497A should include at least the following core elements or “tabs”:

**About me** – personal history, professional goals, picture, etc

**Learning Outcomes** – artifacts from specific courses to include papers, course or conference presentations, group projects and related materials, organized around the learning outcomes of the masters program

**Skill Badges** – to include the badge certificate earned with link to supporting evidence and reflection in the portfolio as appropriate.

**Reflective Blog** - entries will be required for several courses in the program (Pro-Seminar, Internship and Capstone courses)

#### **Other tabs that students identify**

During the initial weeks of the course, students will post their picture and resume and make their portfolio available to faculty and other students in the class. During the pro-seminar, students will receive instruction and feedback from faculty, career mentors and peers on their resume, cover letter, career goals and planned program of study. During the course, students will revise and update their e-portfolio based on feedback and will present a final version to faculty for grading at the end of course.

## ***2) Reflective Learning Journal/Blog***

Reflection is an opportunity to synthesize, question, and apply concepts from the readings/viewings of each lesson as well as current events related to higher education. Students are encouraged to maintain a daily or weekly personal journal to record thoughts, feelings, reflections based on the various readings/viewings and student experiences. The formal assignments will then be completed from journals entries. Reflections can be creatively developed by the student or can be based on selected prompts/essential questions focusing on what the student has learned and what questions s/he is generating about the topics in the course.

**Private Journal (10%)** – on a weekly basis, we would like for each of you to take the time to reflect on what you’ve read and discussed during class. Each week, we would like for you to sit down and record your thoughts. This could be key questions you have, points from the readings that have resonated with you, takeaways from the class, etc. (Private journals should contain entries for each class and are due on the following dates: September 19, October 10, November 4, and November 22<sup>nd</sup>)

**Public Blog (10%)** – based on the feedback provided for your private journal entries, and the prompts suggested by the instructors. The formal assignments will then be completed from weekly journals entries. Reflections can be creatively developed by the student or can be based on selected prompts/essential questions focusing on what the student has learned and what questions s/he is generating about the topics in the course. Faculty will review and assign credit for the reflective learning journal/blog four times during the course (at the end of each module).

## ***3) Informational Interview Report***

The ability to conduct an interview is an important tool used quite often in conducting qualitative research. During the course, students will conduct one interview with a higher education official to obtain information on career paths regarding this position, hiring practices, and advice for new professionals in the field. Students will be responsible for identifying an interviewee; students may interview a Higher Education “mentor” (someone identified by HESA or the HEPAC organizations). Students will design an interview protocol, formally contact the person to be interviewed, record the interview (audio-taped, if permission is given) and write a summary (not a transcript) of the main points of the interview, including verbatim quotes. Students will post the interview in ANGEL so that other students can benefit from the information gathered.

## ***4) Short Paper: Critical Review of a Higher Education Policy Issue or Research Study***

Students will scan the Chronicle of Higher Education or Inside Higher Ed and select an

article which addresses an area of career interest. Ideally, the article will reference a policy report or research study which you can also review and reference, in order to have a more in depth understanding of the issue. The short paper should be written in the form of a critical review, as covered in the class on professional and academic writing. Begin the process by examining an issue that matters to you. Why is the issue important to you? You may want to solve a problem, make a prediction or arrive at a conclusion based on data and information. Dozens of viewpoints exist on every important policy and practice issue in higher education. How are these views informed by research and data? What are the underlying assumptions? How might your view change on an issue if it were informed by better evidence? What data would you want to see? When you ask questions, you can let go of any preconceived notions about an issue. These are all questions to ponder in a critical review essay. Critical thinking is a complex task, but this exercise will give you important writing practice in preparation for advanced writing in future coursework.

Your paper should be no more than 3-4 pages double spaced and written according to APA format.

### **5) Group Presentation**

In order to make an informed decision about a career path, it is important to explore various career opportunities in the field of higher education. This assignment will provide students with the opportunity to research a field of higher education and collaboratively design and deliver a presentation. Students will review data available from the U.S. Department of Labor, HigherEdJobs.com and the Chronicle of Higher Education on employment trends in higher education. Students will also share interview data from hiring officials in various fields (e.g., Student Affairs, Development, Admissions/Enrollment Management, Institutional Research, Academic Affairs, Advising, etc). The group report will present data on the types of positions and work involved in various areas, as well as the skills, qualifications, accreditations, certifications and degree requirements necessary to excel in this area. Students will work collaboratively in groups of 3-4 and produce a recorded or live presentation of not more than 8 content slides. Each member of the group must participate in the presentation. Working effectively in teams is an important skill to master in order to be an effective higher education professional. This assignment will provide students with an opportunity to practice meeting management, project planning and collaboration.

### **Grading**

The objectives will be assessed by a combination of measures including understanding of the content, active participation via blogs and discussion forums, module summaries based on readings and other resources, development of a practice-based individual inquiry project, and final synthesis and application of the course material to the student's growth as a future higher education leader. *Note that if assignments are not submitted on time, students will receive one grade reduction for each day the assignment is late.*

The grades of A, B, C, D, and F indicate the following qualities of academic

performance:

A = (Excellent) Indicates exceptional achievement B = (Good) Indicates extensive achievement C = (Satisfactory) Indicates acceptable achievement D = (Poor) Indicates only minimal achievement F = (Failure) Indicates inadequate achievement necessitating a repetition of the course in order to secure credit

### **Academic Integrity**

Academic integrity — scholarship free of fraud and deception — is an important educational objective of Penn State. Academic dishonesty can lead to a failing grade or referral to the [Office of Student Conduct](#).

Academic dishonesty includes, but is not limited to: cheating plagiarism fabrication of information or citations facilitating acts of academic dishonesty by others unauthorized prior possession of examinations submitting the work of another person or work previously used without informing the instructor and securing written approval tampering with the academic work of other students

### **How Academic Integrity Violations Are Handled**

In cases where academic integrity is questioned, [procedure requires an instructor to notify a student](#) of suspected dishonesty before filing a charge and recommended sanction with the college. Procedures allow a student to accept or contest a charge. If a student chooses to contest a charge, the case will then be managed by the respective college or campus Academic Integrity Committee. If a disciplinary sanction also is recommended, the case will be referred to the [Office of Student Conduct](#).

### **Accommodating Disabilities**

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Office for Disability Services (ODS) Web site provides contact information for every Penn State campus: <http://equity.psu.edu/ods/dcl>. For further information, please visit the Office for Disability Services Web site: <http://equity.psu.edu/ods>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/ods/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

**Disclaimer:** Please note that the specifics of this Course Syllabus are subject to change, and you will be responsible for abiding by any such changes. Your instructor will notify you of any changes.

