# Course Description

Field experience in post-secondary administrative services, including support services such as enrollment management, student affairs, financial aid, human resources, communications and public relations, information technology, plant management, institutional advancement, and fiscal management. The practicum will be individualized to meet the needs and interests of each student.

**University Learning Outcomes (ULO)**

For full descriptions of the University Learning Outcomes, please refer to the catalog.

* **ULO1:** Communication Skills
* **ULO2:** Professional Competency ­
* **ULO3:** Moral and Ethical Judgment­
* **ULO4:** Problem Solving
* **ULO5:** Critical Thinking
* **ULO6:** Leadership in Society
* **ULO7:** Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Synthesize knowledge and experience to gain a deeper understanding of higher education leadership across multiple domains (academics, student affairs, finance, planning and assessment, resources).
* **CLO2:** Demonstrate the ability to use assessment, evaluation and research data to inform practice and administrative decisions.
* **CLO3:** Formulate strategies for effective collaboration across departments and functions by engaging and empowering others.
* **CLO4:** Demonstrate the ability strategically plan projects including resource allocation, budgets, and outcomes assessment.
* **CLO5:** Critically evaluate how leadership, organizational and management practices support the mission of the institution and promote positive change.
* **CLO6:** Formulate a personal professional identity based on ethical principles, leadership philosophy and career goals.

**Student Expectations**

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Buller, J. L. (2015). *Change leadership in higher education: A practical guide to academic transformation*. San Francisco, CA: Jossey-Bass.

Wheeler, D. (2012). *Servant leadership for higher education: Principles and practices*. San Francisco, CA: Jossey-Bass.

Zachary, L. (2009). *The mentee’s guide: Making mentoring work for you*. San Francisco, CA: Jossey-Bass.

# Weekly Journals

Journals are to be used as a time for honest reflection on your school district’s practices and your beliefs as a leader and educator. Your journal responses will not be shared with the class, so you are encouraged to be open and candid with your thoughts.

You will respond to journal prompt in a substantive manner of 250 to 350 words.

# Suggested Point Values (before grade table)

This course is Pass or Fail, and grades will appear in Blackboard as Complete or Incomplete. To earn a grade of complete, you must complete all discussions, assignments, and field experience logs and must meet the field experience hour’s requirement with an average score of 85% for the course. Your weekly totals will be averaged at the end of the course to determine your final grade.

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| --- | --- | --- | --- | --- |
|  | **Point Value** | | **Due** | |
| **Module 1 – One Week** | |  | |  |
| Discussion: Introduce Your Practicum | 25 | |  | |
| Module One Reflection: Expectations | 25 | |  | |
| Individual Learning Project Plan | 75 | |  | |
| **Module 2 – Two Weeks** | |  | |  |
| Discussion: Communication Patterns and Strategies | 25 | |  | |
| Module Two Reflection: Change Leadership Self-Assessment | 25 | |  | |
| Exploring Other Domains | 50 | |  | |
| **Module 3 – Two Weeks** | |  | |  |
| Discussion: Levels of Leadership | 25 | |  | |
| Module Three Reflection: Leadership and Governance | 25 | |  | |
| Strategic Plan Analysis | 50 | |  | |
| **Module 4 – Two Weeks** | |  | |  |
| Discussion: Barriers to Innovation and Change | 25 | |  | |
| Module Four Reflection: Midpoint Reflection on Learning | 25 | |  | |
| Midpoint Assessment of Practicum Goals | 75 | |  | |
| **Module 5 – Two Weeks** | |  | |  |
| Discussion: Trends and Conflicts | 25 | |  | |
| Module Five Reflection: Conflict as Opportunity | 25 | |  | |
| Assessment of Institutional Preparedness for Changing Trends | 50 | |  | |
| **Module 6 – Two Weeks** | |  | |  |
| Discussion: Change Leadership | 25 | |  | |
| Module Six Reflection: Receptiveness to Innovation and Change | 25 | |  | |
| Strategic Change Initiative | 50 | |  | |
| **Module 7 – Two Weeks** | |  | |  |
| Discussion: Servant Leadership | 25 | |  | |
| Module Seven Reflection: Servant Leadership Self-Assessment | 25 | |  | |
| Servant Leadership Presentation | 50 | |  | |
| **Module 8- Two Weeks** |  | |  | |
| Discussion: The Mentoring Relationship | 25 | |  | |
| Module Eight Reflection: Learning and Personal Growth | 25 | |  | |
| Final Project Presentation | 100 | |  | |
| Mentor Final Assessment | 100 | |  | |
| **Total Points** | **1000** | |  | |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Module** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| Module One: Planning Your Practicum Experience (Week 1) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Determine practicum activities that will help broaden your knowledge of higher education across multiple domains. | | CLO1 | |
| * 1. Analyze your preparedness for mentorship and personal growth. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 1–4 of *The Mentee’s Guide* * “Introduction” and Ch. 1 of *Change Leadership in Higher Education* * [Grooming the Next Generation of College Leaders](http://www.ccdaily.com/Pages/Campus-Issues/Succession-plan.aspx) | | 1.1, 1.2 |  |
| **Practicum Preparation**  **Schedule** a time to meet with your cooperating mentor to discuss the experiences required in this course. It is suggested that you schedule this meeting before Thursday of this week.  **Review** your specific learning objectives for the practicum as determined by your individual learning plan established from your Prior Learning Assessment at the beginning of your program.  **Discuss** specific experiences that can be built into your practicum project(s) to meet these outstanding program learning objectives.  *Note:* If you are unable to schedule a time to meet with your cooperating mentor before Thursday of this week, contact the course instructor. | | 1.1 | Field Experience: **1 hour** |
| **Weekly Discussions**  The purpose of discussions is to provide you with a way to synthesize the concepts presented in this course. In each module, you will respond to the discussion questions with a substantive post of 200 to 250 words if they correspond to the action projects you selected for that module.  It is encouraged that you make substantive comments of 100 to 150 words to one of your classmate’s posts for each listed discussion question, unless otherwise instructed. Your comments must further the discussion by following the RISE model for meaningful feedback. It is recommended that you check in periodically throughout the weeks to ensure that you are meeting the participation requirement.  **Review** the RISE Model for Peer Feedback available on Blackboard. | |  |  |
| **Module Reflections**  Module reflections are to be used as a time for honest reflection on the practices of your school district and your beliefs as a leader and educator. Your responses will not be shared with the class, so you are encouraged to be open and candid with your thoughts.  You will respond to the reflection prompt in a substantive manner of 350 to 500 words. | |  |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the course and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | |  | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Introduce Your Practicum**  **Respond** to the following question in the Introduce Your Practicum discussion forum by Thursday:   * Describe your practicum setting for the course. How does this setting differ from your current work setting? Hypothesize about some challenges you might find in your practicum setting. How will those challenges prepare you for taking on a leadership role?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | |  | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 1 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Individual Learning Project Plan**  Upon your admission to the program, you completed a portfolio for the Assessment of Prior Learning to determine which Program Learning Outcomes (PLOs) you had fulfilled based on prior coursework and experiential learning throughout your professional career. Some of the remaining PLOs have since been fulfilled through GMercyU coursework. Any outstanding PLOs need to be met through your individualized practicum experience.  **Develop** a detailed Learning Project Plan for your practicum that clearly links the specific project(s) you will be completing with your outstanding PLOs. Include appropriate learning language (think Bloom's Taxonomy) and identify SMART goals for each PLO. Depending on the breadth and depth of the PLOs you need to complete, you may be able to use one major project, or you may need several smaller projects. Your Learning Project Plan must be signed by your mentor and approved by your instructor. Discuss any questions or concerns with your instructor.  **Submit** your assignment as a 1- to 2-page Microsoft Word document. | |  | .5 hr |
| **Module One Reflection: Expectations**  Reflection is a powerful tool in learning. Take a moment as you begin this course to determine what skills and understanding you have and what you would like to get out of this course.  **Reflect** on your practicum experience to date. Include the following:   * What are your expectation for this practicum? * What are some personal goals you hope to achieve over next 15 weeks related to skills necessary to be an effective leader in higher education? * How prepared are you to receive mentorship and feedback?   **Submit** your reflection in a 500- to 750-word Microsoft Word document. | |  | .5 hr |
| **Total** |  |  | **4 hours** |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Module Two: Cross-Departmental Leadership (Weeks 2 & 3) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Evaluate your personal change leadership skills. | | CLO6 | |
| * 1. Analyze challenges across multiple domains of higher education leadership. | | CLO2 | |
| * 1. Identify assessment and evaluation procedures across domains of higher education. | | CLO2 | |
| * 1. Examine challenges in communication across domains of higher education. | | CLO2, CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 2–4 of *Change Leadership in Higher Education* * [Making the Case for Internal Communications in Higher Education](https://www.theguardian.com/higher-education-network/blog/2012/jul/17/internal-communications-in-higher-education) | | 2.1, 2.2, 2.3, 2.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Communication Patterns and Strategies**  **Respond** to the following question in the Communication Patterns and Strategies discussion forum by Thursday:   * How effectively and accurately is information shared across departments? * How easily does information flow? Is information shared in a timely manner? * Is the informal communication accurate and reflective of the official communications within the institution? * What is the communication process within the institution? * What recommendations would you have for improving cross departmental communication?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2, 2,.3, 2.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 2 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 3 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Exploring Other Domains**  **Interview** leaders from 2 domains different from your mentor’s domain.  **Summarize** the following:   * Major challenges in their fields * Current regulatory or accreditation issues * Assessment and evaluation systems and procedures * Strategic initiatives * Ways the unit or department support the institution’s mission   **Submit** your assignment as a 2- to 3-page Microsoft Word document. | | 2.2, 2.3, 2.4 | .5 hr |
| **Module Two Reflection: Change Leadership Self-Assessment**  **Complete** the [How Good Are Your Change Management Skills?](https://www.mindtools.com/pages/article/newPPM_56.htm) assessment.  **Reflect** on the following:   * What areas of change leadership do you currently demonstrate? * What areas do you need to develop? * How can you strengthen your effectiveness as a change leader?   **Submit** your results and reflection in a 2- to 3-page Microsoft Word document. | | 2.1 | .5 hr |
| **Total** |  |  | **2 hours** |

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| Module Three: Leadership, Governance, and Strategic Planning (Weeks 4 & 5) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Assess the relationship between mission and strategic plan. | | CLO4, CLO5 | |
| * 1. Critique an institution’s strategic plan. | | CLO4 | |
| * 1. Evaluate the relationship between governance and leadership in higher education. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 5 & 6 of *Change Leadership in Higher Education*   **Watch** [John Maxwell The 5 Levels of Leadership](https://www.youtube.com/watch?v=aPwXeg8ThWI) (27:24). | | 3.1, 3.2, 3.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Levels of Leadership**  **Respond** to the following question in the Levels of Leadership discussion forum by Thursday:   * Watch the [John Maxwell The 5 Levels of Leadership](https://www.youtube.com/watch?v=aPwXeg8ThWI) (27:24). What level is your mentor practicing? Evaluate at least 2 other leaders at your institution. How does the level of leadership fit with the needs of the organization at this time? Is the institution’s mission reflected in the level of leadership? Explain your answers.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 3.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 4 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 5 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Strategic Plan Analysis**  **Review** your placement’s current strategic plan.  **Analyze** the plan from the perspective of an outside consultant. Consider the following in your analysis:   * How does the plan reflect the institution’s mission? * How is the plan focused on moving the organization forward? * What aspects of the plan demonstrate innovation and change leadership? * Do the goals reflect the SMART model? * Are financial and other resources available to achieve the goals? * What are the strengths and limitations of the plan?   **Submit** your analysis as a 2- to 3-page Microsoft Word document. | | 3.1, 3.2 | .5 hr |
| **Module Three Reflection: Leadership and Governance**  **Reflect** on your practicum experience to date. Include the following:   * What is your personal experience with shared governance? * How does your personal approach to leadership fit with the traditional shared governance model of higher education? * What challenges does shared governance present? * How can you effectively work within the shared governance structure?   **Submit** your reflection in a 1- to 2-page Microsoft Word document. | | 3.3 | .5 hr |
| **Total** |  |  | **2 hours** |

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| Module Four: Evaluating Your Progress (Weeks 6 & 7) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Assess institutional barriers to change. | | CLO5 | |
| * 1. Evaluate strategies to build interdepartmental collaboration. | | CLO3 | |
| * 1. Perform a self-assessment of progress. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 5 of *The Mentee’s Guide* * Ch. 7 & 8 of *Change Leadership in Higher Education* * [Barriers to Innovation and Change in Higher Education](https://www.tiaainstitute.org/public/pdf/barriers-to-innovation-and-change-in-higher-education.pdf) | | 4.1, 4.2, 4.3 |  |
| **Final Project Presentation Preparation (Due Week 15)**  **Review** the course readings and resources.  **Reflect** on your entire practicum experience.  **Prepare** a video presentation to document the project(s) you completed through your practicum experience. Consider the following:   * Description of the project(s) and intended outcome for the institution * Challenges encountered and strategies employed to overcome them and their effectiveness * Assessment of the overall effectiveness of the change initiative * Description of how the initiative prepares the institution to meet the future challenges in higher education * Evaluate the fulfillment of the PLOs   **Consider** the following optional resources:   * Tips and tools for creating your presentation:   + <https://www.moovly.com/>   + <http://www.powtoon.com/>   + <https://studio.stupeflix.com/en/>   + <https://pixabay.com/>   + Microsoft PowerPoint * [Video tutorial for embedding audio using Audacity](https://www.youtube.com/watch?v=uQjed3chjIo) * [Download Audacity for free](http://audacityteam.org/download/)   + [Prezi](http://www.prezi.com): [Click here](https://prezi.com/vboec5izhyav/freudidegosuperego/) to see an example.   + [Emaze](http://www.emaze.com/): [Click here](https://www.emaze.com/@ALZQCFWZ/The%20art%20gallery) to see an example.   Regardless of the tool you select, your video presentation should be submitted in one of the following formats:   1. A direct link that does not require a login (For example, you may host your video on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor.) 2. An MP4 video file no larger than 5MB uploaded directly to Moodle (If your file is larger than 5MB, please use option 1.) | | COURSE |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Barriers to Change**  **Respond** to the following question in the Barriers to Change discussion forum by Thursday:   * What barriers to change and innovation exist within your placement? How have these barriers affected your progress on your learning project(s)? What strategies are being employed to overcome them? Are they effective? Why or why not? What would you do differently?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 6 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 7 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Midpoint Assessment of Practicum Goals**  **Review** your progress on your learning project plan with your mentor.  **Answer** the following:   * What progress has been made? * What obstacles have you encountered? * What are the next steps?   **Enter** progress toward your SMART goals on your learning project plan, and make any necessary adjustments to the projects and goals originally identified.  **Submit** your review and updated plan in a 2- to 3-page Microsoft Word document. | | 4.3 | .5 hr |
| **Module Four Reflection: Midpoint Reflection on Learning**  **Reflect** on your practicum experience to date. Include the following:   * What aspects of your experience have been the most rewarding? What have been the most challenging? What have you learned from each? * Describe your relationship with your mentor. What is working well? What aspects of the mentoring relationship would you like to improve? How can you bring about that change? * Evaluate your effectiveness in working with other departments. What you have you learned about your own leadership through your efforts at interdepartmental collaboration?   **Submit** your reflection in a 1- to 2-page Microsoft Word document. | | 4.3 | .5 hr |
| **Total** |  |  | **2 hours** |

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| Module Five: Leading Through Conflict (Weeks 8 and 9) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Formulate strategies to respond to changes in the field of higher education. | | CLO4 | |
| * 1. Develop appropriate assessment tools for measuring institutional readiness for change. | | CLO2 | |
| * 1. Formulate strategies for working through conflict and developing collaboration. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 9 & 10 of *Change Leadership in Higher Education* * [Higher Ed Thought Leaders Forecast 2016 Trends](https://www.universitybusiness.com/article/higher-ed-thought-leaders-forecast-2016-trends) * [4 Trends Shaping Higher Education in 2016](https://www.edsurge.com/news/2016-01-19-4-trends-shaping-higher-education-in-2016) * [The Messy Human Core of Reinventing Higher Education Institutions](http://er.educause.edu/articles/2015/8/the-messy-human-core-of-reinventing-higher-education-institutions)   **Watch** [Big Trends and Big Questions for Higher Education](https://www.youtube.com/watch?v=NO2N9SgOiZU) (6:35). | | 5.1, 5.2, 5.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Trends and Conflicts**  **Respond** to the following question in the Trends in Higher Education discussion forum by Thursday:   * Describe 2 current trends related to your placement. Are they prepared to address these trends? How would you anticipate this trend affecting the institution? What factors would support success or create barriers? What conflicts might be present or might arise in relation to these trends?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 8 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 9 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Assessment of Institutional Preparedness for Changing Trends**  **Identify** one current trend relevant to your placement.  **Develop** and implement an assessment of your placement’s status regarding this trend.:  **Analyze** the results of your assessment.  **Submit** your analysis as a 2- to 3-page Microsoft Word document. Include your assessment and results. | |  | .5 hr |
| **Module Five Reflection: Conflict as Opportunity**  **Reflect** on a conflict you have experienced in your placement. If you have not experienced any conflicts in your placement, you may use one from your professional experience.   * Briefly describe the conflict and the parties involved. * What role did resistance to change play in the conflict? * Critically evaluate your own role in the conflict. What could you have done differently to reduce the conflict or bring it to a more positive resolution? * How did the conflict and its resolution affect future potential for collaboration? * What opportunities arose for the institution as a result of the conflict?   **Submit** your reflection in a 500- to 750-word Microsoft Word document. | | 5.2, 5.3 | .5 hr |
| **Total** |  |  | **2 hours** |

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| Module Six: Innovation and Change Leadership (Weeks 10 & 11) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Design detailed strategic initiatives. | | CLO4 | |
| * 1. Evaluate various change leadership models. | | CLO5 | |
| * 1. Analyze institutional and personal receptiveness to change. | | CLO5, CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 6 & 7 of *The Mentee’s Guide* * [An Avalanche Is Coming: Higher Education and the Revolution Ahead](https://unbound.upcea.edu/online-2/technology-and-tools/an-avalanche-is-coming-higher-education-and-the-revolution-ahead-michael-barber-katelyn-donnelly-saad-rizvi-institute-for-public-policy-research/) * [Leading Strategic Change in Higher Education: The Need for a Paradigm Shift toward Visionary Leadership](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=ufh&AN=58843755&site=eds-live) * [Developing Leadership in Higher Education](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=96920167&site=eds-live)   **Watch** [Leading strategic change in Higher Education - closing the implementation gap](http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=82e8df40-0732-4a02-b9cf-b1f0e57e98a9%40sessionmgr4006&vid=16&hid=4204) (4:21). | | 1.1, 6.1, 6.2, 6.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Change Leadership**  **Respond** to the following question in the Change Leadership discussion forum by Thursday:   * What change leadership model best describes the approach of senior leadership your placement? Is this approach effective? Why or why not? If you were a leadership consultant, which of the models presented by Buller would you recommend your institution adapt? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 6.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 10 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 11 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Strategic Change Initiative**  **Identify** one trend that is relevant to your placement. You may use the same trend you selected for your Module Five Trends Assessment assignment.  **Develop** a strategic change initiative to address this change in your institution. Include the following:   * Outcomes assessment to measure success * Communication strategy * Resources, including budgetary considerations * Implementation plan * Connection to the institution’s strategic plan and mission   **Submit** your reflection in a 2- to 3-page Microsoft Word document. | | 6.1 | .5 hr |
| **Module Six Reflection: Receptiveness to Innovation and Change**  **Critique** your own receptiveness to innovation and change:     * What is your personal level of complacency? * How comfortable were you working outside your current area of expertise during your practicum? * How well do you respond to requests for change that you do not initiate? * What aspects of change in higher education do you find challenging to respond to or difficult to accept? * What will you work to change or improve with regard to your response to change and innovation?   **Submit** your reflection in a 500- to 750-word Microsoft Word document. | | 6.3 | .5 hr |
| **Total** |  |  | **2 hours** |

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| Module Seven: Servant Leadership (Weeks 12 & 13) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Critique the role of servant leadership within an institution and its role in promoting mission and positive change. | | CLO5 | |
| * 1. Incorporate Servant Leadership into strategic planning process. | | CLO4 | |
| * 1. Assess the level to which one personally demonstrates servant leadership. | | CLO6 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * *Servant Leadership for Higher Education* (full text) | | 7.1, 7.2, 7.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Servant Leadership**  **Respond** to the following question in the Servant Leadership discussion forum by Thursday:   * Is Servant Leadership present in your institution? What evidence is there to support your assessment? How could your institution benefit from increasing Servant Leadership? What recommendations would you have for how this could be accomplished?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 7.1, 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 12 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 13 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Servant Leadership Presentation**  **Design** a presentation to be used as a training for members of the board and/or executive leadership regarding the theory of Servant Leadership and how it can be employed to promote an institution’s mission. You may use PowerPoint or other presentation software:  **Consider** the following optional resources:   * Tips and tools for creating your presentation:   + <https://www.moovly.com/>   + <http://www.powtoon.com/>   + <https://studio.stupeflix.com/en/>   + <https://pixabay.com/>   + Microsoft PowerPoint * [Video tutorial for embedding audio using Audacity](https://www.youtube.com/watch?v=uQjed3chjIo) * [Download Audacity for free](http://audacityteam.org/download/)   + [Prezi](http://www.prezi.com): [Click here](https://prezi.com/vboec5izhyav/freudidegosuperego/) to see an example.   + [Emaze](http://www.emaze.com/): [Click here](https://www.emaze.com/@ALZQCFWZ/The%20art%20gallery) to see an example.   Regardless of the tool you select, your video presentation should be submitted in one of the following formats:   1. A direct link that does not require a login (For example, you may host your video on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor.) 2. An MP4 video file no larger than 5MB uploaded directly to Moodle (If your file is larger than 5MB, please use option 1.)   **Submit** your assignment for grading. | | COURSE | .5 hr |
| **Module Seven Reflection: Servant Leadership Self-Assessment**  **Complete** the [Servant Leadership Self-Assessment Questionnaire](http://nwlink.com/~donclark/leader/servant_leadership_survey.html).  **Reflect** on the following:   * In what aspects of servant leadership are you strong? * Which aspects can you better develop? * What barriers are present that prevent you from demonstrating particular aspects of servant leadership?   **Submit** your reflection in a 1- to 2-page Microsoft Word document. | | 7.3 | .5 hr |
| **Total** |  |  | **2 hours** |

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| Module Eight: Evaluation of Your Practicum (Weeks 14 & 15) | |  | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Synthesize increased understanding of higher education leadership with growth in personal leadership. | | CLO6 | |
| * 1. Demonstrate how change leadership can be successfully employed across multiple domains of higher education. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** the following:   * Ch. 6 & 7 of *The Mentee’s Guide* | | 8.1, 8.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Mentoring Relationship**  **Respond** to the following question in the The Mentoring Relationship discussion forum by Thursday:   * Discuss your experience with the mentoring relationship. Will you continue to seek mentorship in your professional career? What benefits do you see to having a formal mentor relationship as outlined by Zachary? Do you feel prepared to serve as a formal mentor to a developing leader?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 8.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Week 14 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Week 15 Check-in**  Faculty are required to report weekly attendance. To be considered present for each week of the course, you must submit a time log each week. Failure to submit your time log will result in a reported absence. Consecutive or excessive absences may result in administrative withdrawal from the course.  **Submit** your practicum time sheet. | |  |  |
| **Final Project Presentation**  **Develop** a presentation using PowerPoint or other presentation software documenting the project(s) you completed through your practicum experience. Include the following:   * Description of the project(s) and intended outcome for the institution * Challenges encountered, strategies employed to overcome them, and their effectiveness * Assessment of the effectiveness of the change initiative * How the initiative prepares the institution to meet the future challenges in higher education * Evaluate the fulfillment of the PLOs   **Consider** the following optional resources:   * Tips and tools for creating your presentation:   + <https://www.moovly.com/>   + <http://www.powtoon.com/>   + <https://studio.stupeflix.com/en/>   + <https://pixabay.com/>   + Microsoft PowerPoint * [Video tutorial for embedding audio using Audacity](https://www.youtube.com/watch?v=uQjed3chjIo) * [Download Audacity for free](http://audacityteam.org/download/)   + [Prezi](http://www.prezi.com): [Click here](https://prezi.com/vboec5izhyav/freudidegosuperego/) to see an example.   + [Emaze](http://www.emaze.com/): [Click here](https://www.emaze.com/@ALZQCFWZ/The%20art%20gallery) to see an example.   Regardless of the tool you select, your video presentation should be submitted in one of the following formats:   1. A direct link that does not require a login (For example, you may host your video on a cloud service such as Dropbox, Google Drive, OneDrive, YouTube, or Vimeo and submit the link to your instructor.)      1. An MP4 video file no larger than 5MB uploaded directly to Moodle (If your file is larger than 5MB, please use option 1.)   **Submit** your assignment for grading. | | 8.2, COURSE | .5 hr |
| **Module Eight Reflection: Learning and Personal Growth**  Reflection is a powerful tool in learning. Take a moment as you end this course to determine what skills and understanding you have and your overall impression of the course.  **Reflect** on the following:   * How are you different now, as a leader, than you were at the beginning of this experience? What aspects of the practicum experience helped to bring about this change? * How has your understanding of the field of higher education and the need for change and innovation in higher education changed? * How will you approach your current position differently because of your practicum experience? * What new professional and personal goals will you set for yourself as you move forward from this experience?   **Submit** your reflection in a 1- to 2-page Microsoft Word document. | | COURSE | .5 hr |
| **Mentor Final Assessment**  **Submit** your mentor’s final evaluation. | | COURSE |  |
| **Total** |  |  | **2 hours** |

# Breakdown of Academic Instructional Equivalencies

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| --- | --- | --- |
|  |  |  |
| **Module 1** |  |  |
| Required |  | 3 |
| Supplemental |  | 1 |
| **Module 2** |  |  |
| Required |  | 2 |
| **Module 3** |  |  |
| Required |  | 2 |
| **Module 4** |  |  |
| Required |  | 2 |
| **Module 5** |  |  |
| Required |  | 2 |
| **Module 6** |  |  |
| Required |  | 2 |
| **Module 7** |  |  |
| Required |  | 2 |
| **Module 8** |  |  |
| Required |  | 2 |
|  |  |  |
| **Total Required Hours** |  | 17 |
| **Total Practicum Hours** |  | 120 |
| **Total Supplemental Hours** |  | 1 |
| **Total Hours** |  | 138 |