EFOP 2135: Professional Development Seminar in Higher Education

Fall 2024 | 5603 Posvar Hall

In-Person Classes on the following Wednesdays:
Aug. 28, Sept. 18, Oct. 9, Nov. 13, & Dec. 4 from 4:00-7:40pm

Revised September 11, 2024

Instructor

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Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.
Office Hours: My office hours are scheduled by appointment on Tuesdays. If you need to have a conversation with me about something in the course, I am glad to arrange meetings as needed. Just send me an email with three or four possible times on Tuesdays before 4:00pm, and we will schedule a mutually convenient time to chat. For general questions about the assignments or syllabus that others might also benefit from, you can post on the *Ask Your Professor* discussion board on Canvas.

Course Description

This course focuses on professional and personal development for careers in higher education. Through course activities and assignments, students will engage with current perspectives in the field, reflect upon their identity as a practitioner, and build plans for future professional success. This course will also enable students to assess their personal and professional growth in preparation for advancement of their career in higher education.

Learning Outcomes

1. To review and assess personal learning and professional experiences in order to prepare for job planning, job searching, and career advancement in higher education
2. To further develop core competencies for higher education and student affairs
3. To develop presentation and facilitation skills
4. To learn strategies for planning for and engaging in professional development
5. To practice reading, reflecting, and writing at the graduate level
6. To think critically, develop curiosity, and become a reflective scholarly practitioner

Required Materials

All course readings will be made available on Canvas or through the Pitt Library (PittCat).

COURSE POLICIES

Course Format

This is a **hybrid course** with **asynchronous** and **synchronous** components that intend to facilitate your attainment of the course learning outcomes. **Synchronous learning** refers to a live-action learning event in which a group of students are engaging and learning together at the same time. For this course, synchronous learning will occur live in-person in the classroom on the dates indicated in this syllabus. **Asynchronous learning**, meanwhile, is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. For asynchronous elements of this course, you will complete predetermined modules that may include assigned readings, webinars, podcasts, discussion boards, and independent exercises by the due date. *Asynchronous is not a reduced-time session.* According to the University of Pittsburgh's standards for credit hours, a three-credit course should have 50 minutes of instruction per credit (calculated to about 2.5 hours of instruction per week). In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour, completing readings, exercises, and working on graded assignments.

Attendance and Course Engagement

Students are expected to complete assigned readings prior to class and participate in course discussions. As graduate students, learners should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class, students should: (a) complete the assigned readings, (b) take notes on readings, and (c) determine the main themes/topics within the readings, as well as areas where they have questions or need additional clarity.

Class attendance is essential for a thorough exploration of our topics and for enriching both individual and collective learning. However, our collective health and wellbeing are our highest priorities. If you are feeling sick or unwell, please do not attend class. If your illness requires you to miss multiple classes, kindly inform me via email.

For asynchronous sessions, online modules and learning engagements may be completed at your own pace but must be finalized by the date and time indicated in Canvas to receive credit.

Technology

Present engagement for in-person class discussions and presentations serves as a foundational element of our collective learning in this course. Technological distractions (e.g., email, text messaging, social media, web browsing) can detract from the quality of the discussion and limit our present engagement with one another. Students are encouraged to be respectful of our shared classroom environment when using cell phones, laptops, and other technological gadgets and to refrain from checking email, text messages, and social media during class time. Students may find it useful to close out of these applications during class to be fully present.

Deadlines

Assignments are due by 11:59pm on the date assigned, unless otherwise noted. I do provide a 24-hour extension that is intended for those rare times when you need just a bit more time to finish due to extenuating circumstances. Assignments turned in more than 24 hours past the deadline will be reduced 1/3 letter grade; the reduction grows each day that the assignment is turned in past the deadline. After seven days, a late assignment is recorded as an F. Unless you make arrangements ahead of time or have an emergency, late assignments without penalty cannot be accepted.
It is important to note that all of the modules and assignments require more than one week to complete and will need several hours for careful planning, critical reading, researching, scholarly

writing, and astute self-editing before submitting a final product. Therefore, it is suggested that you allocate your time accordingly and work in advance to meet course deadlines.

Written Assignments

Writing is an important part of professional practice and this class is an opportunity to refine your writing skills. All written assignments are to be professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the grammar, formatting, and usage guidelines contained in the 7th edition of the *Publication Manual of the American Psychological Association* (APA). If you need assistance with APA, the University Writing Center offers valuable services for graduate student writing and their services can be reviewed at http://www.writingcenter.pitt.edu/graduate-services. The Purdue Online Writing Lab (OWL) also contains helpful web resources about APA: https://owl.english.purdue.edu/owl/section/2/10/.

Grades

Letter grades are assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, style, grammar, and spelling. Letter grades are feedback and have the following meaning (+ and – are also assigned):

A: This grade reflects exceptional work that goes beyond expectations. Written work in this category showcases a clear, organized, and effective communication of ideas. It also demonstrates a deep and original interpretation of course material. "A" work indicates a consistent preparation for class, meaningful contributions to discussions, and thoughtful online submissions, elevating the overall quality of the learning environment.

B: This grade represents solid and commendable work that meets all expectations and you should consider a "B" to be a good grade for graduate study. It indicates that the student has completed all aspects of the assignment with competence. While preparation for class and contributions to discussions are strong, there may be areas for further development in critical thinking, written clarity, or utilization of current research. Overall, "B" level work is a strong performance with room to push towards greater insight and precision.

C: This grade acknowledges work that meets some expectations but has room for significant growth. It indicates that while the material may have been engaged with and the assignment is complete, there are opportunities to enhance clarity, insight, and consistency or to follow more closely the assignment's minimum expectations (e.g., number of pages or words, number of sources, etc.). A "C" grade encourages the student to deepen their preparation, participation, and reflection on course material.

F: This is assigned for incomplete work or any work that breaches University standards of academic integrity. This grade serves as an invitation to seek support from the University's academic resources or the instructor in order to meet the expectations moving forward.

SCHOOL OF EDUCATION POLICIES

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in EFOP believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the

department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

Academic Integrity
Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services
If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording
To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance may be used solely for the student's own private use.

Student Opinion of Teaching Surveys
Students in this class will be asked to complete a Student Opinion of Teaching Survey toward the end of the term. Responses are confidential, and I do not see the results until after final grades are posted. Please take time to thoughtfully respond; your feedback is important to me.

ASSIGNMENT SUMMARY

Assignment	Deadline	Weight
Professional Development Blueprint	Sept. 12	15%
Mock Job Application	Oct. 8	10%
Mini-Conference Proposal	Oct. 25	10%
Job Talk	Nov. 13 or Dec. 4	20%
Mini-Conference Virtual Presentation and Module	Dec. 2	20%
Course Engagement Self-Assessment	Dec. 14	10%
Asynchronous Modules (e.g., various required discussion posts, exercises, worksheet, etc.)	Varies	15%

ASSIGNMENT DESCRIPTIONS
Assignment Group 1: Planning Your Professional Development
1. Professional Development Blueprint
Engaging in professional development that is productive and meaningful requires some planning and self-reflection to consider your goals as well as locate opportunities. For this assignment you will develop a professional development plan that will serve as your blueprint for the semester. This assignment is divided into two parts:

Part A: Competencies Reassessment

The first part of this assignment builds on an assignment you completed in the internship course last fall. Thinking about your professional growth and development and utilizing the *ACPA/NASPA Competencies Self-Evaluation* located on Canvas as a guide, consider the following questions by writing a **3-4 page reflection** (excluding references and title page; standard APA style, 12-point font, double-spaced, use headings, etc.) that covers:

- How have your skills and competencies developed in the past year through professional/internship experiences and through coursework?
- What competencies and skills do you identify as your strengths? How has your internship or current work role contributed to the development of those competencies?
- What competencies and skills have you identified as areas of improvement? How do you intend to further develop in these areas? What individuals can assist you with achieving your goals for growth in these areas?
- What ideal future jobs would you like to hold in the next one, three, five, or even ten years and why? What skills and competencies are necessary for this potential career path? How do you think your current competencies relate to this future goal?

Part B: Professional Development Plan

The second part of this assignment is informed by your reassessment of professional competencies and involves you drawing upon your reflections in your self-assessment of competencies and developing a targeted professional development plan that can guide you throughout the fall semester and beyond. Planning for professional development is essential to staying abreast to current trends in the field and for finding ways to improve your practice or learn about innovative programming. Engaging in professional development works best when it is a thoughtful endeavor that is carefully planned and constructed. While some flexibility with planning any long-term arrangement is advisable, the purpose of this assignment to craft a professional development plan that enables you to focus on key career goals, areas of strength, and areas for skillset growth. As you reflect on your professional/internship experiences, think both shorter and longer term as you ask yourself the professional development questions posed in the *Harvard Business Review*, which you should read at this link: https://hbr.org/2018/11/if-you-want-to-get-better-at-something-ask-yourself-these-two-questions,

- What is it that I want to do better?
- What is it that I need to know more about to do better in this area?

Next, craft a **3-4 page** professional development plan (use headers to help organize your thinking; a table or figure can also be helpful in making connections among competencies, goals, and activities) that directly answers the above questions, identifies professional growth opportunities that may include joining professional organizations, attending workshops, or volunteering for a conference, to name a few. In particular, you will need to identify or suggest an idea for what professional development activity you will attend/complete before the indicated online module (which may need to change as new activities of interest to you are announced throughout the semester). Below are some prompts to consider as you think about your professional development plan:

- **Educational**
  - What is something that I want to learn more about in the field?
  - What actions can I take in order to achieve this goal?
  - How might professional organizations and social networks aid me here? Are there any upcoming events (conference, webinars, podcasts, etc.) that might help me?
- **Experiential**
  - What is a new experience that I want to have or a new skill I want to develop?

- o What would be something really cool for me to place on my resume as having accomplished?
- o What actions can I take in order to achieve this goal?
  - **Employable**
    - o What is something that I need to be doing to make myself more employable in the future?
    - o What would be an ideal job that I would want to have in the next five years? What skills does this type of job require? Look on job boards such as higherejobs.com to find these answers.
    - o What actions can I take to make myself more employable in this area?
  - **Entrepreneurial**
    - o What is something innovative, unique, or entrepreneurial that I might be able to start or collaborate with someone on?
    - o What are challenges in higher education and student affairs as I see it? What could be done to alleviate these challenges?
    - o What actions can I take to learn more about this issue or to turn this challenge into an opportunity?

2. *Mock Job Application*
For this assignment, you will complete a mock job application for a position in higher education or student affairs. Using a college/university human resources website, *The Chronicle of Higher Education*, or www.higheredjobs.com, research available positions and select a job that seems attainable and is of genuine interest to you. To maximize the benefit of this part of the assignment, you should select a position for which you could realistically see yourself applying. Keep in mind that the role you select for this assignment will also be the role you use in the Mock Job Talk assignment that follows. After selecting a position, complete the following:
- Craft a **1-page, single-spaced cover letter** that highlights how your previous and current professional experiences have contributed to your development of competencies required of the position.
- Develop a **1-2-page current resume** that details your accomplishments in your current and previous professional roles, relating to the NASPA/ACPA competencies as appropriate.
- Write a **2-page reflection** (excluding cover page and references; standard APA style, 12 point font, double-spaced) that considers the following:
  - o Why did you select this position? What was attractive about it?
  - o How does the position's location or institution-type fit into your future goals? How long could you see yourself in this role? How might this position lead to your next?
  - o Think about what questions an interview team might ask you if you were to get an interview. List four of those questions.
  - o What two questions would you ask the interview team during an interview?
  - o Since hiring links expire, copy and paste the position description as an addendum for my reference. This will not count toward the page limit.

3. *Job Talk*
Job talks are a typical hiring tool that many campuses utilize as part of their interview processes. As future MEd graduates who will soon be conducting job searches, this assignment allows you to build upon the content learned in this class as well as what you have learned during your time in the Higher Education MEd program. For this last portion of the job search simulation, you will develop and present an on-campus interview job talk based on a position you practiced applying to in your mock job application portion of your portfolio. You will be provided with the presentation prompt about two weeks before your scheduled presentation due date, which is a realistic timeframe for the

length of time you will have to prepare a real job talk presentation. For some presenters it may be useful to prepare a few brief notecards to ensure you stay on track with your main points. However, the reading of scripts verbatim is not permitted for this assignment.

Slides are required in the form of Keynote, Prezi, PowerPoint, etc. Please note that if you are using software other than PowerPoint or Google Slides, you are responsible for bringing your own technology (i.e. Mac laptop, appropriate adapters, etc.). Also pay attention to the following reminders:

- **Timing**. Talks should last around 17-20 minutes. It is recommended that you rehearse once or twice with family or peers for feedback and timing. While rehearsing is important, perfection is not the goal; this is a learning activity.
- **Practice**. Practice is necessary. Regardless of your level of comfort with public speaking, you will need to practice the talk in order to ensure its timing as well as your delivery.
- **Visuals**. Visuals should be used in a way to enhance the presentation. Review Canvas resources for good slide etiquette, such as one idea per slide, readable color palettes, etc.
- **Pacing.** 17-20 minutes will go be quickly. Therefore, you need to be diligent about your use of time and visuals. Expect to spend about 2-4 minutes per slide.
- **"Unscripted**." While notecards or an outline is advisable to help you keep on track with your main points, avoid reading a script verbatim.
- **Attire**. Dressing in interview attire is not required. However, you may find that it is helpful in terms of making the experience feel more authentic or formal, which may impact the delivery of your talk.
- **References.** You should draw from course resources, texts from the program, your own research, etc. to inform the talk. As always, cite ideas that are not your own in the presentation via an in-text parenthetical. A reference slide should be included but does not have to be reviewed. In a real job talk, this is a good inclusion in case the audience has questions. For the class, it also allows me to check accuracy of sources for grading.
- **Final Reminders**. Avoid phrases like, "If this were a real job talk," or "In this simulation, I would suggest…" Treat this as if you were delivering a job talk for the position you applied.

Keep in mind that regardless of where you are professionally, this is assignment will provide you with professional feedback and a simulated experience that you can draw upon when you are seeking career advancement in your future.

Assignment Group 2: Sharing Your Professional Knowledge

Over the course of the semester, you will be learn the skills and strategies related to developing ideas for conference sessions, writing conference session proposals, and presenting information effectively to a professional audience of peers. In the final weeks of the semester, we will bring these skills together by producing an online professional development mini-conference for members of the class. This simulation intends to replicate the stages associated with developing and executing a professional development conference presentation. While conference sessions are usually 60 minutes long, our sessions will be much briefer but long enough for you to convey key ideas using an online modular format. In this, we will use multiple methods to convey new information in an interesting, informative, and memorable way. This assignment takes place in the parts detailed below.

1. Professional Development Mini-Conference Session Proposal

Before producing a learning module that provides you the opportunity to teach a skill or share knowledge on a topic, you will work through developing a proposal and receive feedback on your idea. The ability to effectively train others by presenting and facilitating recurs throughout a number of the ACPA/NASPA Competencies. The purpose of this assignment is to hone your conference proposal writing skills and allow you to practice sharing new ideas and navigating complex topics in

higher education. Presenting at national conferences is an important way that practitioners share knowledge and engage in thoughtful dialogue with others from different institutions. Before delivering a conference session, detailed conference presentation proposals are submitted to the conference committee for peer review. From there, the conference committee relies on the peer review scores to assemble the conference curriculum and decide which sessions will be offered space. Therefore, writing effective conference proposals becomes a skill that can aid you in advancing your professional development and growing your resume.

For this assignment, you will craft a national conference session proposal on a higher education or student affairs topic of your choice. The topic may relate to a new initiative or program that you developed in your professional role, a new skill important for higher education professionals, or a current issue facing higher education and student affairs. The elements of the conference proposal below are adapted from the most recent criteria for program submissions from ACPA, NASPA, and NODA conferences and each item must be covered in your proposal.

In the format below, you will follow APA style, use the headers indicated, and follow the space requirements. Sample presentation proposals are also available for review on Canvas. Five references are needed for this assignment and may include scholarly journal articles, current event articles, podcasts, or webinars. The entire proposal should be **4-5 single spaced pages** total and include these elements. Note that a title page is not required for this assignment.

Program/Session Title
- Limit to 10 words to descriptively name the session; exercise creativity to garner attention, but not so much that the title becomes obtuse. If in doubt, stick to more direct language.

Program/Session Abstract
- 75-80 words that tells the reader what the program session is about and what will be achieved during the session.

ACPA/NASPA Competencies
- Select no more than two ACPA/NASPA Competencies and indicate which level of the competency is addressed by your presentation (e.g., foundational, intermediate, or advanced). Justify in roughly 2 sentences why these competencies are appropriate for your presentation.

Learning Outcomes
- 2-3 well stated learning outcomes that let participants know what they will be walking away with as a result of attending this session. For additional ideas on writing learning outcomes, read more here: https://assessment.provost.wisc.edu/student-learning-outcomes/writing-student-learning-outcomes/

Program/Session Description (400-450 words/about 2 double-spaced pages total)
- In writing a program description, which is the bulk of the proposal, focus on two areas: (a) background literature of the topic or why this topic matters for higher education/student affairs and (b) narrative overview of the how the session will proceed and what key information will be covered.
- Both of these areas need to be tightly connected to the literature and sources you've found and incorporate in-text citations where appropriate.

Timeline
- Write a brief agenda (bulleted list) of how time will be spent during the 10-12-minute video.

Audience Engagement
- Give the reader 3-6 sentences that name how the audience will be engaged in the presentation through at least one asynchronous active learning technique or knowledge check.

Target Audiences
- Which audiences would this session best be suited for (entry-level professionals, senior student affairs officers, graduate students, etc.)? Why? This section is around 3 sentences total.

References
- Provide a list of 5 sources used to create this presentation in APA style.

Presenter Background
- Write a 3-6 sentence biography of yourself that considers your expertise in the topic as well as educational and professional experiences that equip you to present on the topic.

2. Professional Development Mini-Conference Session and Module

For the second part of the assignment, you will implement the session that you previously submitted, incorporating the feedback received on your initial proposal. To execute the session, you will create an online module that will be posted to Canvas for other classmates to interact with and view. The modules will have consistent elements to provide a uniform virtual conference experience. An example module is located on Canvas. We will use Canvas's Pages feature or another common application that we agree upon during class time to house the experience. Your learning module needs to contain the following and should take about 15 minutes to explore and complete:
- Title
- Abstract
- Presenter's Name and Short Bio
- ACPA/NASPA Competency Areas (just listing which two the session addresses)
- Static Content
  - The static content is the information on your module that learners interact with by reading, listening, or watching information being presented.
  - Information in these areas need to follow accessibility guidelines (captions, alt-text for images, etc.). It is a good reminder to review the guidelines related to digital accessibility: https://www.diversity.pitt.edu/disability-access/digital-accessibility
  - The static part of your module will incorporate the following elements:
    - Video Presentation (10-12 minutes using video overlay, PowerPoint slides, demonstrations, voice over, Panopto, etc.)
      - There are a number of resources available to students in creating media presentations on campus. Consider using some of these for your session.
    - Website text, links to other sources, videos, etc.
    - Reference List
- Dynamic Content
  - The dynamic content you produce will be an aspect of your module that learners interact and engage with. This may come in the form of simulations or knowledge checks meant to emphasize main ideas. Be creative! Each module should have one dynamic element that could take the form of one of the following ideas and should take about 5 minutes to complete:
    - Short Knowledge Check Quiz

- Simulation
- Matching Game
- Kahoot!
- Virtual Escape Room

3. Professional Development Mini-Conference Attendance Reflection

In this last part of the assignment, you will attend all of the sessions your peers have created and engage with their online learning modules. As you go through the mini-conference, you will complete and upload the reflection worksheet found on Canvas. Grading of the worksheet is factored into the score for asynchronous modules activities.

Course Engagement Self-Assessment

This term, you have been asked to be self-reflective of your professional learning and growth. Throughout the course, you are being asked to practice this skill further by paying attention to your engagement and participation in course activities, which includes synchronous and asynchronous sessions. Near the end of the semester, you will submit a self-assessment and proposed grade for your course engagement. You will use the rubric below as a guide and submit a ½ page double-spaced rationale for your assessment.

A: signifies course engagement and participation that exceeds expectations. Students in this category demonstrate clear preparation for class and make excellent scholarly contributions that evidence their critical thinking about the material in both synchronous and asynchronous sessions. Students falling into this category advance the quality of the discussion in both small and large-group spaces. Importantly, they share discussion time with others during each session. Participation in this category is largely proactive and represents a quality, not quantity, of high-level contributions, drawing new connections for the class to understand ideas or from the readings. Engagement at the A-level should be considered truly outstanding.

B: signifies course engagement and participation that meets expectations and is not a bad grade. Students in this category make solid contributions but may be sometimes reactive by offering insights when prompted from classmates or the instructor. Even though students in this category make good contributions, they may still have room for growth related to one or two of the following: not sharing discussion time with others, amplifying others' ideas and voices, using too many words to say little, making some comments that do not connect to course readings, participating only in large or small group settings rather than both, or putting off reading for class until the last minute. Engagement at the B-level represents good work.

C: signifies work that is below expectations. Students in this category rarely participate proactively in either large or small group discussions. Students may be present, but they are minimally attentive. They may be preoccupied with other tasks (e.g. web-browsing, social media, texting). The few contributions students in this category make demonstrate not reading for class or may derail the conversation.

F: is assigned for incomplete work, which includes frequently not attending class, not completing course readings, not completing modules/assignments, and/or breaching the University of Pittsburgh's standards for academic integrity.

EFOP 2135: PROFESSIONAL DEVELOPMENT SEMINAR
IN HIGHER EDUCATION

* Reading available through Canvas   *+ Reading available through PittCat*

Date	Topic and Format	Readings, Online Activities, and Assignments Due
Week 1: Aug. 28	Introductions, Course Overview, and Scholarly Practice *In-Person*	▪ *Kupo, V. L. (2014). Becoming a scholar-practitioner in student affairs. *New Directions for Student Services, 147*, 89-98. ▪ +Magolda, P. M., & Baxter Magolda, M. B. (2011). *Contested issues in student affairs.* Stylus. **[Chapter 1: What counts as "essential" knowledge for student affairs educators?]**
Week 2: Sept. 4	Planning for Professional Development *Online Asynchronous*	▪ *Ardoin, S. (2019). The journey from #sagrad to #sapro. *New Directions for Student Services, 166*, 19-28. ▪ +Ardoin, S. (2014). *The strategic guide to shaping your student affairs career.* Stylus. **[Chapter 3: Creating a student affairs career strategy]** ▪ *Haley, K., Jaeger, A., Hawes, C., & Johnson, J. (2015). Going beyond conference registration: Creating intentional professional development for student affairs educators. *Journal of Student Affairs Research and Practice, 52*(3), 313-326. ▪ +Miller, C. (2014). Common ground, classrooms, and conversations: Finding professional development in unexpected places. In P. M. Magolda & J. E. Carnaghi (Eds.) *Job one 2.0* (2nd ed.). ACPA & University Press of America. ==**Due Sept. 12: Professional Development Blueprint**==
Week 3: Sept. 11	Career Strategies and Training/Presenting ==*Rescheduled*==	**Professional Pathways Virtual Panel** ▪ *Hirt, J. B. (2009). The influence of institutional type on socialization. In A. Tull et al. (Eds.), *Becoming socialized in student affairs administration* (pp. 45-66). Stylus. ▪ +Reece, B. J. et al. (2019). *Debunking the myth of job fit in higher education and student affairs.* Stylus**. [Chapter 1: From fit to belonging: New dialogues on the student affairs job search]** ▪ Anderson, C. (2016). TED talks: The official TED guide to public speaking. Houghton Mifflin Harcourt. **[Chapter 3: Common traps; Chapter 4: The throughpoint; Chapter 7: Explanation: How to explain tough concepts]** **Reminder: Bring two possible questions to ask the panel.**
Week 4: Sept. 18	Career Strategies and Training/Presenting *In-Person* Meet in Posvar 5603	**Professional Pathways Virtual Panel** ▪ *Hirt, J. B. (2009). The influence of institutional type on socialization. In A. Tull et al. (Eds.), *Becoming socialized in student affairs administration* (pp. 45-66). Stylus. ▪ +Reece, B. J. et al. (2019). *Debunking the myth of job fit in higher education and student affairs.* Stylus**. [Chapter 1: From fit to belonging: New dialogues on the student affairs job search]**

		▪ Anderson, C. (2016). TED talks: The official TED guide to public speaking. Houghton Mifflin Harcourt. **[Chapter 3: Common traps; Chapter 4: The throughpoint; Chapter 7: Explanation: How to explain tough concepts]** <mark>**Reminder: Bring two possible questions to ask the panel.**</mark>
Weeks 4-6: Sept. 19- Oct. 2	Job Search Process *Online Asynchronous*	Review and complete these Canvas modules by Oct. 8: ▪ The Job Search ▪ Resumes and Cover Letters ▪ Interviewing <mark>**Due Oct. 8: Mock Job Application**</mark>
Week 7: Oct. 9	Professional Perspectives and Mock Interview *In-Person* *Breakout Spaces:* *5315 (EFOP Conf. Rm.)* *5320 (EFOP Mini Conf)* *5914 (Welcome Ctr.)* *5925 (Dean's Conf. Rm.)*	**Professional Perspectives Panel and Mock Interview Coaches** *Dr. Justin Dandoy, Director of Community Affairs (Pitt)* *DaVaughn Vincent-Bryan, Director of Involvement and Student Unions (Pitt)* *Dr. Lynn Rosen, Associate Director of Katz Business MS Programs (Pitt)* *Others TBA* *Select a set of readings based on your interests from the groupings below:* ▪ Transitioning Into/Out of Your First Job ▪ Mid-Level Management ▪ Senior-Level Promotions ▪ Pathways Beyond Practitioner Skim these two articles: ▪ *Aguilar, S. J. (2018). Advice for giving an effective job presentation. Inside Higher Ed. ▪ *Boettcher, M. L. et al. (2019). Reflections and resources to support navigating transitions. *New Directions for Student Services, 166*, 95-104.

Weeks 8-10: Oct. 16- Nov. 6	Professional Development In Action
	
	 Online Asynchronous
		Review and complete these Canvas modules by Nov. 5:
		 ▪ Conference Proposals
		 ▪ Professional Connections
		     o *Note: This module requires you to interview a professional in higher education. Read the instructions on Canvas and plan ahead.*
		 ▪ Professional Development Reflection
		     o *Note: This module requires you to attend a professional development seminar, workshop, or webinar by this point in the semester. Read the instructions on Canvas and plan ahead.*
		
		 <mark>**Due Oct. 25: Mini-Conference Session Proposal**</mark>

Week 11: Nov. 13	Job Talks *In-Person*	Group 1 presents their job talks.

Week 12: Nov. 20	Mini-Conference Preparation *Online Asynchronous*	Work on your mini-conference sessions and modules.
Week 13: Dec. 4	Job Talks *In-Person*	Group 2 presents their job talks.
Week 14-15: Dec. 2-14	Professional Development Mini-Conference *Online Asynchronous*	**Due Dec. 2: Mini-Conference Video Session and Module** **Due Dec. 14: Mini-Conference Attendance Worksheet** **Due Dec. 14: Course Engagement Self-Assessment**