

STUDENT PERSONNEL SERVICES

SAHE 7870

3 Semester Hours (Fall 2013)

**Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, & Technology
Higher Education Leadership**

Conceptual Framework: Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Instructor Information

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*The above office hours are subject to change based upon the instructor's conference travel and meeting schedules. I encourage students to make sure I am available before making a trip to the SLP Building. If you come by and the door is shut, please knock; I sometimes work with the door closed.

Required Textbooks

McClellan, G.S., & Stringer, J. (Eds.). (2009). *The handbook of student affairs administration (3rd edition)*. San Francisco, CA: Jossey-Bass.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass.

Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2010). *Student services: A handbook for the profession (5th ed.)*. San Francisco, CA: Jossey-Bass.

Recommended Textbooks

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

Supplemental Learning Resources

This course will include the use of supplemental text relevant to course material. Required and/or beneficial learning materials can access these additional readings on BlazeVIEW D2L.

Course Description

The development and organization of student personnel services in institutions of higher learning. The emphasis of the course is on the philosophy, methods, and techniques used in their operation (3 credit hours).

Course Purpose

The purpose of this course is to provide a comprehensive introduction to the field of higher education and student affairs and its role in the larger context of postsecondary education in the United States and internationally. This course will aid students in gaining a broad foundational of knowledge of various career areas within higher education and student affairs and will assist students in their continued development of practitioner skills, academic writing, and research strategies within the field.

Course Objectives & Outcomes

Through regular class participation and conscientious completion of assignments, students are expected to achieve the following designated learning outcomes:

- **Objective:** Show increased knowledge of leadership practices in student affairs/student affairs through course readings, assignments, and periodic assessments.
 - **Outcome:** Students will identify multiple positions and pathways to leadership within higher education and student affairs and identify how particular competencies related to these positions.
- **Objective:** Critique educational research and synthesize multiple literatures into a cohesive review of literature.
 - **Outcome:** Students will be demonstrate the practical skill of gathering and synthesizing multiple literatures for effective use in decision making.
- **Objective:** Demonstrate effective communication and presentation skills.
 - **Outcome:** Students will be able to lead and facilitate discussions and seminars to on campus administrative units and all stakeholders.
- **Objective:** Demonstrate knowledge gained about the importance of serving diverse student populations and necessary campus resources for providing an inclusive college environment.
 - **Outcome:** Students will be able to complete a case study on a student services unit/program and identify ways to incorporate diversity and tolerance.
- **Objective:** Recognize and support civic engagement, public service, and social justice learning opportunities.
 - **Outcome:** Students will shadow current higher education and student affairs leaders to gain intimate knowledge of student personnel services/student affairs.

College of Education Conceptual Framework Standards (CFS)

(* Indicates which standard(s) applies to this course)

I. *CONTENT AND CURRICULUM**

Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.

II. *KNOWLEDGE OF STUDENTS AND THEIR LEARNING**

Educators support the intellectual, social, physical, and personal development of all students.

III. *LEARNING ENVIRONMENTS**

Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. *ASSESSMENT*

Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. *PLANNING AND INSTRUCTION**

Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. *PROFESSIONALISM**

Educators recognize, participate in, and contribute to teaching and learning as a profession.

Learning Outcomes for VSU’s Core Curriculum

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>

Universal Student Learning Outcomes for VSU’s Higher Education Graduates

Part 5a.1. Foundational Studies

- Discuss the philosophical foundations of the profession, referencing historical and contemporary documents, to indicate how values guide practice.
- Apply a recognized professional organizations’ code of ethics or ethical principles to professional work.

Part 5b.2. Student Characteristics and Effects of College on Students

- Translate theoretical knowledge about student characteristics and collegiate environments into meaningful learning experiences for students with diverse backgrounds.

Part 5b.3. Individual and Group Interventions

- Design interventions for individuals and groups using appropriate resources and referral practices.
- Identify and explain contemporary issues facing higher education and create viable solutions.

Part 5b.4. Organization and Administration of Student Affairs

- Apply knowledge of leadership, organizational functions, and management practices.
- Demonstrate professional competencies in budgeting, finance, and strategic planning.
- Explain statutory case law and higher education policies and relate understanding to decision-making.

Part 6. Practical/Professional Competencies

- Develop and/or improve skills in the following areas:

Collaborative Work	Conflict Mediation	Leadership for Change
Critical Thinking	Effective Verbal & Written Communication	Informed Decision-Making
Networking & Professional Development	Work with Diverse Population	

Professor’s Expectations of Students

This course is designed to be an interactive experience for all participants, with frequent opportunities to discuss, reflect upon, and apply course readings and concepts. Rather than just summarizing the readings, I expect students to critically engage with and building upon the ideas described in the course reading.

For this to be achieved, everyone must come to class prepared. Students are responsible for completing the week’s assigned readings and activities **prior to class**.

Cultivating this type of classroom environment also requires that students be active participants in the learning process. Students will be graded on their engagement and classroom participation. This does not mean that students have to speak a certain number of times in each class or that talking a lot will guarantee full credit; rather, students are expected to make thoughtful contributions, ask questions, listen attentively, and participate in class activities.

A note on the syllabus: it is intended to a living, fluid document, not a static set of rules for us to abide by. It may change based on need for greater depth, group interest in a particular topic, or time constraints. While sometimes this will mean additional assignments or work outside of the classroom that may or may

not be graded, often adjustments to the syllabus will be in the students' favor. I am open to change and adjustment and welcome discussion and feedback.

Attendance Policy

Your presence in class is required given the blended nature of our course and the limited time we have together. All students are required to attend all courses—barring emergency, or previously approved absences from the professor. If emergency circumstances prevent a student from attending class, he/she should contact the instructor prior to class as a professional courtesy. Absences or repeatedly arriving late to class and/or leaving early will result in a reduction of the student's final course grade. Students are encouraged to communicate with a classmate to obtain notes or materials in the case of approved absences.

Students are expected to engage with the course material and with each other through our online mediums in between the face-to-face courses. There will certainly be some weeks that other obligations take priority—and that's okay; but I encourage you to consistently interact with this course material on a weekly basis. Your consistent engagement will provide you with a better educational experience.

Recognition of Religious Pluralism

Accommodations will be made for students in need of alternative assignment due dates, or who need to miss class time in observance of religious holidays. It is important to notify me of your needs for extension at least three weeks prior to these occasions.

Classroom Conduct/Professionalism

The importance of professionalism and ethics can never be overstated. Professional attire, language, and demeanor convey maturity, responsibility, and indirectly encourage individuals to make positive judgments. In addition, you are representing your institution, office, and program. Your professionalism is a direct reflection on your institution and training. Hence, respectful language, use of evidence based practices, and active participation are expected.

I understand that several students prefer to use their laptops/tablets to enhance their learning experience by take notes in class or even looking up content that we are discussing; I may even ask you to do that at points in time so feel free to bring them. I ask, however, that you use these tools as way to engage not disengage or distract. The same goes for PDAs and smart phones. Eating and drinking is also acceptable; however, I ask is that students please try to avoid bringing snacks or foods that are overly loud or disruptive when eaten.

As current and future higher education professionals, there are guiding principles and values to ensure daily work with and on behalf of students remains effective and beneficial. The National Association of Student Personnel Administrators (NASPA) along with the American College Personnel Association (ACPA) and several other student affairs related professional organizations each promote professional tenets. Below are some key professional practices:

- **Integrity** – High moral principles exhibiting authentic, honest, just, and ethical behavior.
- **Innovation** – Continuously seeking improvement through new and creative approaches.
- **Inclusion** – Seeking ways to ensure access, acknowledgement, opportunity, and participation for all.
- **Inquiry** – Supporting research and scholarship to add to the knowledge base of the profession and ensure that data informs practice.
- **Diversity** – Continuously working to gain or enhance multicultural competence.
- **Communication** – Free and open exchange of ideas in a context of mutual respect.
- **Advancement and dissemination of knowledge** – Stay abreast of literature relevant to college students and their learning as well as to the effectiveness of student affairs professionals. Seek opportunities for professional development and personal growth.
- **Outreach** – Advocating for issues that are of concern to students, student affairs professionals and the higher education community.

Safe Space

In order to facilitate participation and help all students feel comfortable sharing their thoughts and ideas in the classroom, it is important that we create a respectful, open environment where everyone is valued. It is more than okay to express strong feelings or disagree with classmates' ideas, but I ask it is done respectfully. Bullying behaviors or actions that create a hostile learning environment will not be tolerated. Please be thoughtful about your words and actions, and focus on critiquing ideas rather than an individual's qualities as a person. Finally, I ask that you regard personal matters shared in classroom discussions as confidential.

Electronic Mail Student Notification Policy

Official communication with students in this class will be conducted via VSU e-mail. Course announcements and updates will be posted on BlazeVIEW. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address.

Dewar College of Education Policy Statement on Plagiarism

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

The consequences for acts of academic dishonesty in the Dewar College of Education are:

First Offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form <http://www.valdosta.edu/coe/studentsinfo.shtml>
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>

Second Offense:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form and the policy will be followed <http://www.valdosta.edu/coe/studentsinfo.shtml>
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty <http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml> According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

Accessibility Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans

Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or e-mail: access@valdosta.edu

Student Opinion of Instructor

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>

Course Requirements

Late Assignments, Incompletes, and Extra Credit

The instructor will not accept late assignments for credit. In addition, incompletes will not be issued for this class unless there are major emergencies (e.g., hospitalization) and only after consultation and mutual agreement upon a contract specifying a timeline for completion of all required work. The instructor will not offer an incomplete for the class simply because the student desires more time to complete course requirements. Finally, there will be no extra credit assignments.

Assignment Format

The assessments in this course are designed to measure acquisition of knowledge, skills, and cognition while developing students' intellectual curiosity. It is my goal that these will result in understanding and wisdom. All formal writing assignments should be completed following the guidelines for style and citation outlined in the APA manual – evaluation of proper formatting will be included in the grading of all assignments. All assignments should be typed in Times New Roman, 12 pt. font with one-inch margins on all sides. Please do not use alternative fonts or sizes, or adjust the margins. If an assignment has obviously not been proofread or APA Style is not followed, the instructor reserves the right to reduce the assignment by one letter grade.

Course Evaluation

You will be asked to provide the instructor with informal feedback regarding aspects of the course. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor. Grades and quality points represent the instructor's final estimate of the student's performance in a course. The following letters denote course grades:

90-100% = A (Excellent; 4 quality pt/hr)	65-69% = D (Passing; 1 quality pt/hr)
80-89% = B (Good; 3 quality pt/hr)	≤ 65% = F (Failing; 0 quality pt/hr)
70-79% = C (Satisfactory; 2 quality pt/hr)	WF = Withdrew Failing (0 quality pt/hr)

Grading	
A	• Student attends and is engaged in at least 100% of class sessions in their entirety.

	<ul style="list-style-type: none"> • As a part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in critical reflection in individual and group settings ○ Provides thoughtful and constructive feedback to peers • Student completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Written work is well organized, clear, concise, compelling arguments and and illustrate critical thinking and analysis; Uses APA style appropriately; is grammatically sound; and a evidences scholarly curiosity.
B	<ul style="list-style-type: none"> • Student attends and is engaged in at least 90% of class sessions in their entirety. • As a part of participation and engagement: <ul style="list-style-type: none"> ○ Occasionally engages in critical reflection in individual and group settings ○ Provides mostly thoughtful and constructive feedback to peers • Student completes and submits all assignments on time. <ul style="list-style-type: none"> ○ Assignments are organized, mostly clear, concise, compelling argument and occasionally illustrates critical thinking and analysis; APA style is loosely adhered to at best; has some grammatical errors.
C	<ul style="list-style-type: none"> • Student attends and is engaged at least than 80% of class sessions in their entirety. • As part of participation and engagement: <ul style="list-style-type: none"> ○ Engages in surface level reflections in individual and/or group settings ○ Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that contribute to class environment. • Student completes and submits assignments on time. <ul style="list-style-type: none"> ○ Assignments fulfill the minimum requirements. ○ Written work is somewhat organized but fails to synthesize multiple ideas and literature into a coherent argument; APA style is loosely adhered; paper may suffer from some grammatical errors.
D-F	<ul style="list-style-type: none"> • Student attends and is engaged in less than 80% of class sessions in their entirety. • As part of participation and engagement: <ul style="list-style-type: none"> • Student rarely engages in course material or reflections in individual and/or group settings • Infrequently provides thoughtful and constructive feedback to peers; and/or engages in behavior that distracts and/or does not contribute to a collaborative learning community • Student does not complete at least two assignments on time. • Written work: lacks organization, is not clear and concise, and/or only examines issues at the surface level; APA style is lacking and/or loosely adhered to; has repetitive grammatical errors.

Course Assignments

V-log Group Discussions (15%) – Due Weekly—SEE SCHEDULE (Saturday-prompter; Wednesday- group responses)

During our first class you will be assigned a discussion group. After each week’s class a member of the group will be responsible for providing their group with a thoughtful and critical discussion prompt drawing from that week’s assigned reading and class discussion (not class discussion alone). Discussion prompts will be due the Saturday following class by noon. The remaining members of the discussion group will then have until noon on Wednesday to upload their contributions to the discussion.

The goal of this ongoing assignment is to provide you with a way to discuss lingering issue from our

course without simply asking you to post material to a discussion board. Group members are encouraged to create multiple responses (additionally, **after your individual post** group members are welcomed to record and post live discussions).

Discussion Prompt Grading Rubric:

An excellent discussion prompt response will have the following characteristics: (1) be thoughtful and provide unique insight or information, (2) reference the readings and materials assigned for that week, (3) be of appropriate length—generally 5-10 minutes; (4) will be cohesively structured and organized. Writing out your prompt ahead of time will help you organize your thoughts and questions.

Comments on others' responses:

An excellent response will raise a point or points not made in the original response (i.e., “I agree” or “I disagree” is not an excellent comment), be respectful in tone, be appropriate in length, and be well organized. Comments can take a point of view different from the original post, argue against the position taken by the original poster, point out an error or omission in the original post, or provide additional information to support a particular argument made in the discussion. It is important to draw on materials from the readings or other related material and cite them appropriately.

Career Area Exploration Project (15%) – Due September 12 (11:59 pm)

One of the primary goals of this course is to provide opportunities for exploration of career areas in higher education. For this assignment you will select a higher education administrator to interview and shadow for several hours (min. of 4 hrs.). You should negotiate a time to shadow your chosen individual for either several hours on one day or during specific events or activities on different days. You will need to prepare a typed semi-structured interview protocol (based on information found in the course text and other learning resources) **prior** to your meeting to guide your interview conversations. This protocol should be attached to your final paper. The interview should focus on the administrator’s work in his or her department, how s(he) decided to pursue a career in higher education and student affairs, and helpful strategies s(he) would suggest for new professionals in the field. Students may interview an administrator in an area in which they may want to work after graduation or they may choose to interview someone in a different unit in order to gain more exposure to the work in that functional area. **Students should not interview a current or previous supervisor or someone they have regular interactions with on a daily/weekly basis.**

Once the interview/shadowing experience is complete, construct a 5-6 page paper doing two things: (1) summarize of the experience including what you learned and how the knowledge gained can help prepare you for your career following graduation; (2) create a 2-page “Career Area Summary” of information regarding resources, key issues, key literature sources, and an analysis of how this career area operates at different institutional types. In addition to your summary paper, please attach a list of your interview questions. Please upload these documents to the appropriate dropbox in BlazeVIEW as one file. Finally, I strongly encourage you to write a personal thank you note your interviewee for their time.

Essential Competencies Presentation (15%) – Due September 26 (all files) & October 3 (group project)

Working in groups of two, students will select one of the Essential Competencies outlined by Schuh et al. (2011) and develop a workshop style presentation covering the competency. The presentation should discuss the importance of the competency for higher education and student affairs practice, specific examples of how members of the group (or their co-workers) have employed the competency in their daily work, and practical strategies for entry-level professionals in meeting this competency area. Each presentation should last approximately 30 minutes. Groups are expected to identify and utilize information beyond selected course readings, including research articles and other scholarly materials (3-5 additional resources). Presentation format and attire should be appropriate for conferences in our field. In addition to the presentation, your group should provide class members with a one-page professional handout (digital) summarizing the content of the presentation and a reference list. All essential

presentation and handout files are due September 26 via the appropriate dropbox in BlazeVIEW by noon on Sept. 26. Presentations will occur on September 26 and October 3.

Resume & Cover Letter Project: Professional Application (20%) – Due October 24 (11:59 pm)

Applying theories, competencies, and skills to professional practice is important for a successful career at institutions of higher learning. For this assignment, you will be asked to create or update your resume and to create a sample cover letter for an actual job opening that you would be interested in:

First, you will search higher education career related websites, job postings, employment listings, etc. for available entry-level positions in your area of interest. Read the job description thoroughly and tailor a professional cover letter and resume to that description. Second, you will create a draft of your resume and cover letter to apply for the position you've picked (Due in class on Oct. 3th for peer review). Third, you will participate in Career Services "Resume Walk-In". Their hours are Tuesday 10:30am-12:30pm; Wednesday 9am-11am; and Thursday 3pm-5pm. You can also schedule a 1-on-1 appointment with Career Services instead of the resume walk-in program-keep in mind these meetings require advanced scheduling and dropping off your materials ahead of time. Your revised resume and cover letter, Career Services Form, and a copy of the position announcement should be uploaded to the respective dropbox on BlazeVIEW as a single .pdf file by 11:59 pm.

Information from Career Services: Career Services have several resources that you may find helpful in creating the initial draft of your materials. You are encouraged to be proactive in scheduling your appointment with Career Services to guarantee you obtain a meeting prior to the assignment's deadline. I have notified the Career Services office of this assignment and your timeline.

Seminar Paper and Presentation (30%) – SEE TIMELINE BELOW

Constructing a seminar paper is a key task of academic writing, and will likely comprise a portion of your capstone project in the Higher Education program (for current 1st years). For this assignment, you will be completing a literature review on a topic related to a career area of your interest within higher education. In order to help you learn the process of constructing a literature review, you will go through the process in several steps, with peer and instructor review along the way. You will identify a topic (reviewed by the instructors to ensure a breadth of coverage), and then utilize library resources to complete a literature review in a multi-step peer-reviewed process. More details regarding this assignment, including a rubric used for grading, will be available on BlazeVIEW, and more details will be given in class.

Deadline Timeline

Oct. 24-Proposed Topic Due (1 hardcopy in-class)

Oct. 31-Annotated Bibliography Due (1 hardcopy in-class)

Nov. 7-Seminar Paper Draft Due (A hardcopy for each group member and faculty)

Nov. 14-Small Group Peer Feedback (In-Class)

Nov. 21-Seminar Paper Due (BlazeView Dropbox prior to class)

Nov. 21 & Dec. 5- In-Class Presentations

Final Reflection and Plans (5%) – Due December 5 (11:59 pm)

This three-page paper is a chance for you to reflect on your experience in this class and your first semester as a graduate student generally. Particularly, you are asked to consider what you have learned about different career areas and what you believe are your career plans for moving forward. You are encouraged to consider the kind of lifestyle you wish to live, your strengths and weaknesses, your geographical needs, your financial needs, and what you are passionate about, in light of a chosen career area. You are also asked to consider what your plan is for moving forward with the higher education program, including how your remaining course work, internship or work plans, and final capstone project will help you achieve these goals. Students should also incorporate synthesize specific information about how readings, assignments, or class activities have resulted in what learning.

Course Calendar & Assignment Deadlines

Date	Topic, Readings, & Assignments
Aug. 15	<p>Course Overview & Introductions Review Syllabus Readings</p> <ul style="list-style-type: none"> ○ 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. doi: 10.1002/he.10103 ○ Penrose, A. M., & Geisler, C. (1994). Reading and writing without authority. <i>College Composition and Communication</i>, 45(4), 505-520.
Aug. 22	<p>Student Affairs Brief History The Profession & Professional Organizations Readings</p> <ul style="list-style-type: none"> ○ Schuh, et al. (2011) Chapter 4 ○ Nidiffer (2002) The First Deans of Women: What We Can Learn... ○ Schwartz (2003) The Rise and Demise of Deans of Men ○ Gerda (2006) Gathering together...Earliest Student Affairs Org ○ McClellan & Springer (2009) Chapter 11 <p>V-Log 1</p>
Aug. 29	<p>Theory to Practice Readings</p> <ul style="list-style-type: none"> ○ Schuh, et al. (2011) Part 3 Theoretical Review (pgs. 135-148) ○ Schuh, et al. (2011) Chapter 8 ○ Reynolds (2009) Chapter 4 ○ Stage & Hubbard (2012) Chapters 1-2 <p>V-Log 2</p>
Sept. 5	<p>Ethics in Student Affairs Readings</p> <ul style="list-style-type: none"> ○ Schuh, et al. (2011) Chapters 5-6 ○ McClellan & Springer (2009) Chapter 9 ○ Humphrey et al. (2004) Principles, Character, & Values...Submit Case <p>V-Log 3</p>
Sept. 12	<p>Professional Development & Developing Your Professional Identity Readings</p> <ul style="list-style-type: none"> ○ McClellan & Springer (2009) Chapter 19 ○ Coopers et al. (1999) Professional Development Advice... ○ Amey & Reesor (2009) Chapter 6 ○ Reas (2004) The Early Days...Establishing a Professional Identity ○ Ortiz & Shintaku (2004) Professional & Personal Identities... <p>Career Exploration Papers Due (11:59 pm)</p>
Sept. 19*	<p>Student Affairs Models Traditional Models vs. Innovative Models Readings</p> <ul style="list-style-type: none"> ○ Manning et al. (2006) Chapters 3-7 <p>V-Log 4</p>
Sept. 26	<p>Student Affairs Competencies: Part I Essential Competencies Presentations Readings</p>

	<ul style="list-style-type: none"> ○ Schuh et al. (2011) Chapters 20-24 <p>Essential Competencies Materials Due (noon)</p>
Oct. 3	<p>Student Affairs Competencies: Part II</p> <p>Essential Competencies Presentations</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Schuh et al. (2011) Chapters 25-28 <p>Resume & Cover Letter draft due (in-class)</p>
Oct. 10	<p>Organizing & Staffing</p> <p>Organizational Chart Review</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Schuh et al. (2011) Part Four (pp. 271-272) & Chapter 15 ○ McClellan & Springer (2009) Chapters 16-17 ○ CIISA Ch. 21 <p>V-Log 5</p>
Oct. 17	<p>International & Veteran Student Services</p> <p>Readings</p> <ul style="list-style-type: none"> ○ McClellan & Springer (2009) Chapter 7 ○ Reynolds (2009) Chapter 5 ○ Zhao, Kuh, & Carini (2005) Comparison of International Student... ○ Ping (1999) An Expanded International Role for Student Affairs ○ Pellegrin (2013) The Veteran's View <p>Resume & Cover Letter Due (11:59 pm)</p> <p>V-Log 6</p>
Oct. 24	<p>Library Resource Training & Multicultural Competencies (Pt.1)</p> <p>Conducting In-Depth Literature Searches, ILL, Mendeley, Credibility of Sources</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Pope, Reynolds, & Mueller (2004) Ch. 1-4 <p>Seminar Paper Proposed Topic Due (1 hardcopy in-class)</p> <p>V-Log 7</p>
Oct. 31	<p>Multicultural Competencies (Pt.2)</p> <p>Case Study Activities</p> <p>Readings</p> <ul style="list-style-type: none"> ○ Pope, Reynolds, & Mueller (2004) Ch. 5-7 ○ CIISA Ch. 12 <p>Annotated Bibliography Due (1 hardcopy in-class)</p> <p>V-Log 8</p>
Nov. 7*	<p>Interpersonal Interactions</p> <p>Politics, Relationships, Conflict Resolution</p> <p>Readings</p> <ul style="list-style-type: none"> ○ McClellan & Springer (2009) Ch. 22-24 ○ Kezar (2006) Redesigning for Collaboration in Learning Initiatives... ○ Fear & Doberneck (2004) Collegial Talk A Powerful Tool for Change <p>Seminar Paper Draft Due (A hardcopy for each group member and faculty)</p>
Nov. 14	<p>Peer Review & Higher Ed Case Studies</p> <p>Small Group Peer Feedback; Stage & Hubbard Case-Studies</p> <p>Readings</p> <ul style="list-style-type: none"> ○ CIISA Ch. 13 Identity Centers ○ Reynolds (2009) Chapter 1 (scenarios in italics)
Nov. 21	<p>Seminar Paper Presentations</p> <p>Final Seminar Paper Due (BlazeView Dropbox prior to class)</p>
Nov. 28	<p>University Closed for Thanksgiving Holiday</p>

Dec. 5	Seminar Paper Presentations Final Reflection and Plans Due (11:59 pm)
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*Online class session