**HIED 7230**

**Student Services Administration in Postsecondary Education**

**Fall 2017**

**Course Instructor Information**

Crystal E. Garcia

Haley Center Room 4082

(334) 844-5038

[CEG0051@auburn.edu](mailto:CEG0051@auburn.edu)

**Office Hours**

I am holding office hours on Mondays from 3:00 pm - 4:15 pm and Wednesdays from 3:00 - 4:15 pm (unless otherwise noted). I recommend pre-scheduling an appointment just to make sure I am not out of town or out of the office. You can make an appointment via the following:

calendly.com/cegarcia

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

**Course Information**

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:** Mondays, 12:00pm - 2:50 pm, Haley Center Room 3220

**Prerequisites:** None

**Required Texts (2):**

Schuh, J. H., Jones, S., & Torres, V. (Eds.). (2017).*Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass. ISBN-13: 978-1119049593, ISBN-10: 1119049598

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

*Additional required readings will be distributed by the professor or posted in the Files tab on Canvas.*

**Changes to the Syllabus**

This Syllabus was last updated on August 17, 2018. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

**Course Description**

This course will delve into the theories, practices, organization, administration, and evaluation of student personnel services in postsecondary education. The course offers training essential to the preparation of the successful administrator in student affairs. Student needs and services as well as the complexities of decision making for student affairs administrators are explored.

**Course Objectives**

Upon completion of this course, students will:

1. Demonstrate an understanding of the major historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice;
2. demonstrate the ability to articulate the inherent values and ethics of the student affairs profession;
3. describe the core competencies and skills associated with effective student affairs practice;
4. understand the roles and contributions of student affairs professionals in higher education settings and the contributions of student affairs functional areas to the educational purposes of colleges and universities;
5. know the current and emerging professional issues in student affairs and higher education*;*
6. begin to develop a professional identity and philosophy as a student affairs administrator*;*
7. demonstrate scholarly skills through critical reading and analysis, creative inquiry, and familiarity with literature and research related to student affairs work*.*

**Assignments and Attendance**

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a 10 point deduction.

**Course Policy Statements**

**Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy**:  All portions of the Auburn University student academic honesty code (Title XII) found in the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) will apply to this class.  All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

**Grading**

**All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, 1-inch margins, using 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Introduction 1%
2. Community Engagement 29%
3. Professional Competencies Rubrics 15%
4. Functional Area Paper and Informational Handout 10%
5. Student Affairs Issue Analysis 10%
6. SA Professional Philosophy Paper 15%
7. Institutional Type Analysis and Presentation 20%

The following grading scale will be used:

90 - 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

**Assignments**

**1. Introduction Project**

***Assignment Value***

Percent of total grade: 1%

***Assignment Due Date***

Monday, August 28th

***Assignment Goal:***

Allow students to introduce themselves to the class and learn about each other and begin to understand what every person brings to the learning space.

***Assignment Description***:

Introduce yourself to the instructor and to the class—we need to know about each other as part of our community building. Create an infographic about you that answers the questions below. A good, free tool is Piktochart (<http://piktochart.com/>). Your infographic should be posted to the Canvas discussion online and you will present the infographic to the class. When you post, insert it as a photo.

In the infographic, you should tell us about the following:

* Preferred Name
* Preferred Pronouns (He/Him, She/Her, Ze/Hir, none, etc)
* Academic Background
* Professional Experience, Current Professional Environment (Position and Institution)
* Personal Interests
* Professional Goals
* Strength(s) you bring to the learning environment.
* Concerns/Considerations you have coming into the class
* What you hope to get out of this course or what you are most interested in learning about.

**Community Engagement**

***Assignment Value***

Percent of total grade: 29%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

To cultivate a strong and supportive community in which all students can learn and be challenged.

***Assignment Description***:

There are three components to earning community engagement points:

1. Regular attendance and participation in the course is essential to a successful learning environment. Accordingly, I will keep track of attendance.
2. We will use online Lino boards as a springboard for our discussions. Submitting a post for each class discussion is required. I will send you an invitation to create an account on linoit.com using your Auburn email address. You will be invited to join a group, and will have access to an online bulletin board that is accessible only by members of our class. On the virtual bulletin board, you will post virtual stickies with words, phrases, images, links, etc. that stand out to you in relation to our weekly readings. During class, you will be asked to explain your post and we will discuss as a group.
3. A final and crucial component of course engagement is participation in our course discussions. I will consider the following factors when evaluating your participation:

* offering punctual posts on our course Lino boards
* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* presenting good examples of concepts being discussed
* building on the comments of others
* raising good questions
* being sensitive to your level of participation and making attempts to increase or decrease it as necessary
* being sensitive to the emotional impact of your statements
* considering and responding appropriately to others' comments
* while challenging the perspectives and ideas of peers with differing opinions and experiences is encouraged, attacking or devaluing the contributions of others are unacceptable for this class and are grounds for removal from the course at the discretion of the instructor.

Students may earn up to 100 points during each class period - 25 points for submitting discussion prompts (Lino posts), 25 points for attendance and 50 points for active discussion based on the above criteria. The lowest daily engagement grade will be dropped, which means that students may miss one class period without affecting their grade. Points will be totaled and divided by the number of class meetings (not counting classes cancelled due to holidays, weather, or other circumstances) to reach a total grade for community engagement. Additional absences must be discussed with me and alternative assignments may be given based on extenuating circumstances.

**Professional Competencies Rubrics**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Throughout the course.

***Assignment Goal***

To engage students in critically evaluating their strengths and weaknesses as a student affairs professional and educational leader.

***Assignment Description***:

Throughout the semester you will be asked to review and complete the ACPA/NASPA Professional Competencies Rubrics—10 total—and to bring these assessments to class for group discussions. Your responses should be around one single spaced page or two double spaced pages in length. However the rubric ratings do not have to be written as a formal paper. They may be fully written, bulleted responses, or built as a matrix with responses to each of the prompts. What is more important than the layout is the actual content of the ratings. As such, the learning discussion will be facilitated and assessed by the following prompts:

* Rate yourself in each of the competency areas using the competency area rubric. Students can also choose to use a rating system in addition to the rubric that works best for them as long as it helps them to identify where they feel they are in regard to each specific competency. For example, students could use a 1-10 point scale; a very experienced to no experience at all scale, etc. to rate themselves.
* Students should then provide a thorough and thoughtful rationale for their rating using personal examples and referring to course readings where applicable. You should refer to at least one or more of the required readings in each rubric reflection (not necessarily every section of each rubric) to receive full credit for your assessment.
* For each area, how can you go about developing (if you are not already there) a high skill level? Describe some strategies you can use.
* \*\*Question for class discussion (does not have to be written in the assignment)- Consider a functional area of interest to you. How important do you think each of these competencies will be if you enter this specialty and why?

**Functional Area Paper and Informational Handout Presentation**

***Assignment Value***

Percent of total grade: 10%

***Assignment Due Date***

Monday, September 18

***Assignment Goal***

The purpose of this assignment is to increase class members’ understanding of several student affairs functional areas (e.g., campus recreation, student activities, etc.).

***Assignment Description***:

Students will select a student affairs functional area on the first day of class and will construct a 5-6 page paper and a one page handout to present and share electronically with the class. Information for the paper and handout should be drawn from independent research (journal articles, professional organization websites, an interview with active student affairs professionals, etc.). Students have the option to engage in interviews with student affairs professionals, but all papers MUST include at least 5 scholarly sources.

The primary question to be addressed in the paper/handout is, “What is most important for the students in the class (student affairs professionals) to know/understand about the functional area?” At minimum this handout should include:

* A general overview of the functional area including purpose and goals and the nature of the work - what’s involved?;
* Why is this work needed in higher education? What is the justification for including these positions in a college or university?
* Rewards and challenges of work in this area;
* Other issues individuals working in this area face (draw from current events, scholarly literature, etc.);
* Equity, inclusivity & social justice issues related to the functional area;
* A website address for a professional organization related to your functional area;
* Locate a job posting for this position. What are the characteristics/qualifications required and desired for this position?
* APA citations as needed.

Handouts should present highlights of the information presented in the paper. As yourself – what are the key points of this position? **Your handout must be posted online in the Functional Area Informational Discussion board on Canvas so that your peers can access the document.**

Student Affairs Functional Areas (not a complete list – you may select other options)

* Student counseling services
* Campus recreation
* Greek Life
* Multicultural centers
* Health and wellness
* Student conduct
* New student services
* Student center
* Women and gender resource centers
* Student involvement (campus organizations, campus government, etc.)
* Campus activities

**SA Issue Analysis**

***Assignment Value***

Percent of total grade: 10%

***Assignment Due Date***

Monday, October 16

***Assignment Goal***

The purpose of this assignment is to challenge students to effectively analyze, critique, and understand current issues faced by student affairs administrators.

***Assignment Description***:

To better understand issues faced within student affairs, you will select a news article from a list provided by the instructor to critique. An excellent critique will include a summary of the issue as described within the article AND a critical evaluation of all sides of the issue. Conclude with your perspectives on the issue at hand.

Some suggested questions to ask yourself of the article are:

* What is the issue at hand?
* What are the arguments in opposition of this issue?
* What are the arguments in support of this issue?
* What are my thoughts on the issue?
* What would be my response to the issue if I was an administrator in the field and faced this issue?
* What implications might this issue present for the future of higher education?

Please do not list out these questions and answer them in bullet form. Rather, use them as a jumping-off point to develop a well-written critique and evaluation of the issue.

**This assignment should be between 3-5 pages in length not including the title page and references. Be sure to properly cite the news article and any other sources used in the critique.**

**SA Professional Philosophy Paper**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Monday, November 13

***Assignment Goal***

The purpose of this assignment is to help students begin to articulate their own attitudes and beliefs concerning the field of student affairs. Additionally, this paper will facilitate the process as students develop or continue to develop their own identities and career aspirations as student affairs professionals/educators.

***Assignment Description***:

Students will write a 5-7 page paper discussing their personal philosophy and current understanding of student affairs, including the role played by student affairs professionals in relation to students and as part of the higher education community. More specifically, this paper should address the following questions:

1. What is your personal philosophy of student affairs? In other words, my personal philosophy of student affairs is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.

2. What role do you believe is/should be played by student affairs professionals in relation to students and why?

3. What role does/should student affairs play within the higher education community and what is the basis for your perceptions?

4. How do you see yourself functioning now and in the future in relation to the roles you described?

5. How do your values and beliefs inform how you view the roles in SA work?

6. How do your values and beliefs inform your work as a student affairs professional?

7. How does your personal philosophy of student affairs influence your work with students, peers, colleagues, faculty members, supervisors, parents, and administrators?

8. How do your values and beliefs affect your relationships with students, peers, colleagues, faculty members, supervisors, parents, and administrators?

9. How do you believe your personal philosophy of student affairs will change, if at all, in the future? What do you plan to do to challenge your thinking about student affairs work and your values and beliefs of the student affairs profession?

\*\*Students should incorporate their own perspectives and experiences as needed to support their philosophy, but should also refer to course readings, citing sources appropriately. **You must use at least five (5) sources in your paper from our required course readings, but I recommend using more for a stronger paper overall.** Also, students should refer to specific competency areas and ethical standards when applicable in their paper.

Grading will take into consideration your ability to integrate feedback, reading material, discussions, and ideas included in the course during the semester. This paper should be no less than 5 and no more than 7 pages in length not including the title page and references.

**Institutional Type Analysis and Presentation**

***Assignment Value***

Percent of total grade: 20%

***Assignment Due Date***

Monday, December 11

***Assignment Goal:***

The purpose of the institutional type analysis and presentation is to help students develop a greater understanding of a specific postsecondary institutional type and the student affairs work at those institutions. Additionally, students will focus on how institutions are addressing issues and challenges related to social justice, equity, diversity, and inclusion.

***Assignment Description***:

Students will examine various student affairs functions across 2 institutions within a specific sector of HIED institutions. For this assignment, a sector of HIED institutions is defined as a group of colleges and/or universities that share some type(s) of common identification. Examples of this identification include--but are not limited to--institutional typology (e.g., 2- or 4-year, public, private, or a Carnegie classification), historical clustering, academic focus and/or mission, religious affiliation, athletic conference of assignment, service academies/military schools, etc. Examples are listed at the bottom of the instructions for this assignment.

Your will be responsible for studying and analyzing two institutions from a specific sector in higher education, the student affairs divisions within these institutions, and one functional area within student affairs present at both institutions. The focus of this project should be on examining the similarities and differences in how institutions are structured and influenced by specific campus contexts/environments.

Step 1: You will select an institutional type on the first day of class (no two students may choose the same category)

Step 2: Identify 2 institutions that fall into the institutional type/category that you selected.

Step 3: Gather information on the colleges or universities through an in-depth review of the institution’s website and posted documents, news articles, etc. \*Note – interviews with campus administrators are not required for this assignment.

**Your analysis (10 pages minimum, 12 pages maximum) should focus on three primary areas:**

**1. The institutional setting (2-3 pages)**

* A brief, general overview of the type of institution (e.g., HBCU; community college; tribal college; HSI)
* What are the characteristics that contribute to the uniqueness of the campus settings: size, affiliation, mission, location, faculty, curriculum, students, costs, etc.?
* What are key components of the institutional missions? (do not list the mission statements verbatim within the paper, rather focus on comparing and contrasting key concepts)
* What are the values of the institution? How are they consistent with the mission?
* In what ways is diversity present on the campus? (Think broadly in terms of race, ethnicity, gender, sexual orientation, age, enrollment status, etc.)
* Has the institution articulated multiculturalism or diversity as an institutional goal?
* What specific programs have been implemented to enhance and support social justice, equity, inclusion, and diversity on campus?

**2. Student Affairs Generally (4-5 pages)**

* What is the mission of the student affairs division? (do not list the mission statements verbatim within the paper, rather focus on comparing and contrasting key concepts)
* How is student affairs organized to realize that mission (e.g., What functional areas constitute the student affairs division? Who reports to whom?)?
* How does the student affairs mission support or conflict with the institutional mission?
* What is the role of student affairs within the institution?
* What is its relationship to other administrative units on campus?
* What role does the senior student affairs officer play?
* What has been the student affairs division’s response to increasing student diversity?
* How does the student affairs division support social justice, equity and inclusion on campus?

1. **Functional Area (4-5 pages)**

* What are the goals of the functional area?
* What is its role within student affairs?
* Who are the students it serves?
* What programs and services does the functional area offer to students?
* What are the current issues confronting practitioners in this functional area?
* How does the functional area support social justice, equity and inclusion on campus?

***\*\* Please do not list out these questions and answer them in bullet form. Rather, use them as a jumping-off point to develop a well-written paper juxtaposing your selected institutions.***

**Presentations**

* Students will produce a 15-minute or less presentation highlighting key findings from the research paper. You are encouraged to use innovative and creative ways for communicating your ideas and a sense of the campus environment. Using creativity in your presentation does not mean it has to be informal. Formal presentations can be engaging.
* The class presentation should focus on all three of the focus areas identified for your analysis. Your goal should be to develop and then convey an understanding of the institution and the complexities of issues at the institution.
* Students will fill out instructor provided rubrics providing feedback on content and presentation to their peers.

**Course Schedule**

**Aug 21 – Aug 27 Welcome and Setting the Stage**

*Discussion/Presentations:*

* Introductions
* Syllabus and course structure
* Student affairs functional area sign up

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 1 Historical Overview of American Higher Education & Chapter 2 The History of Student Affairs (pp. 3-38)
* ACPA/NASPA Professional Competency Areas and Competencies Rubric

*Assignments:*

* *Introduction Project due by Monday, August 28*
* *Create Lino account and post by Monday, August 28*

**Aug 28 - Sept 3** **Values, Philosophy & History**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 1 & 2; ACPA/NASPA Professional Competency Areas and Competencies Rubric
* Assignment due - Lino posts
* Assignment due - Introduction Project presentations
* Institutional type sign up

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 3 Philosophies and Values (pp. 39-55), Chapter 6 What is Ethical Professional Practice? (pp. 89 - 106), Chapter 22 Professionalism (pp. 377-391)
* CAS Statement of Shared Ethical Principles
* ACPA Ethical Principles & Standards

*Assignments:*

* *Lino post by Monday, September 4*
* *Values, Philosophy, and History rubric (pp. 35-36) due Monday, September 4*
* *Personal and Ethical Foundations rubric (pp. 26-27) due Monday, September 4*

**Sept 4 - Sept 10**

***No class September 4th – Enjoy Your Labor Day!***

*Readings for next class:*

* Schuh, Jones, & Torres Part Three Intro Theoretical Bases of the Profession (pp. 121-136), Chapter 8 The Nature and Uses of Theory (pp. 137-152)

*Assignments:*

* *Lino post by Monday, September 11*

**Sept 11 – Sept 17 Personal & Ethical Foundations**

**& The Role of Theory in Student Affairs**

*Discussion/Presentations:*

* **Guest Speaker:** **Deepti Chadee, Associate Director, Student Activities & Special Events, Texas A&M University-Commerce**
* Schuh, Jones, & Torres Chapters 3, 6, 22, Part three intro, 8; CAS Statement of Shared Ethical Principles; ACPA Ethical Principles & Standards
* Assignment - Lino posts
* Assignment - Values, Philosophy, and History rubric
* Assignment - Personal and Ethical Foundations rubric

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 13 Organization Theory and Change (pp. 220-235), Chapter 14 Environmental Theories (pp. 236-251), Chapter 15 Student Retention and Institutional Success (pp. 252-267)

*Assignments:*

* *Lino post by Monday, September 18*
* *Functional Area Paper and handout presentation due Monday, September 18*

**Sept 18 – Sept 24 Campus Environments and Student Success**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 13, 14, 15
* Assignment - Lino posts
* Assignment - Functional area paper and handout presentations

*Readings for next class:*

* Chapter 9 Holistic Development (pp. 153 - 168), Chapter 10 Cognitive Development (pp. 169-184), Chapter 11 Psychosocial and Identity Development (pp. 185-204),

*Assignments:*

* *Lino post by Monday, September 25*

**Sept 25 – Oct 1 Student Learning and Development**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 9, 10, 11
* Assignment - Lino posts

*Readings for next class:*

* Schuh, Jones, & Torres Chapters 21 Academic and Student Affairs Partnerships (pp. 359-374), Chapter 26 Teaching and Facilitation (pp. 437-451)
* Calhoun, J. C. (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, *37*(2), 188-122.

*Assignments:*

* *Lino post by Monday, October 2*
* *Student Learning and Development Rubric (pp. 30-31) due Monday, October 2*

**Oct 2 – Oct 8 Student Learning and Development**

*Discussion/Presentations:*

* **Guest Speaker:** **Dr. Zachary Shirley, Director of Fraternity and Sorority Life, University of Cincinnati**
* Schuh, Jones, & Torres Chapters 21 & 26; Calhoun article
* Assignment - Lino posts
* Assignment - Student Learning and Development Rubric

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 4 Institutional Identity and Campus Culture (pp. 58-72), Chapter 5 Campus Climate and Diversity (pp. 73 - 88)
* Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. *College Student Affairs Journal, 26*(2), 114-126.

*Assignments:*

* *Lino post by Monday, October 9*

**Oct 9 – Oct 15 Social Justice and Inclusion**

***Oct. 12-13 Fall Break***

*Discussion/Presentations:*

* **Guest Speaker:** **Allen Sutton, Director, Cross-Cultural Center for Excellence, Auburn University**
* Schuh, Jones, & Torres Chapters 4 & 5; Watt article
* Assignment - Lino posts

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 12 Critical Theoretical Perspectives (pp. 205-219), Chapter 23 Multicultural Competence and Change on Campus (pp. 392-407), Chapter 30 Designing Programs for Engaging Difference (pp. 499-513)

*Assignments:*

* *Lino post by Monday, October 16*
* *Social Justice and Inclusion Rubric (pp. 28-29) due Monday, October 16*
* *SA issue analysis due Monday, October 16*

**Oct 16 – Oct 22 Social Justice and Inclusion Cont’d**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 12, 23, & 30
* Assignment - Lino posts
* Assignment - Social Justice and Inclusion Rubric
* Assignment - SA issue analysis

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 24 Leadership (pp. 408-422)
* Nidiffer, J. (2002). The first deans of women: What we can learn from them. *About Campus, 6*(6), 10-16.

*Assignments:*

* *Lino post by Monday, October 23*
* *Leadership Rubric (pp. 19-21) due Monday, October 23*

**Oct 23 – Oct 29 Leadership**

*Discussion/Presentations:*

* **Guest Speaker: Dr. Bobby Woodard, Associate Provost & Vice President for Student Affairs, Auburn University**
* Schuh, Jones, & Torres Chapter 24; Nidiffer article
* Assignment - Lino posts
* Assignment - Leadership Rubric

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 27 Counseling and Helping Skills (pp. 452 – 465), Chapter 28 Advising Student Organizations (pp. 466-483), Chapter 29 Crisis Management (pp. 484 – 498)

*Assignments:*

* *Lino post by Monday, October 30*
* *Advising and Supporting Rubric (pp. 10-12) due Monday, October 30*

**Oct 30 – Nov 5 Advising and Supporting**

*Discussion/Presentations:*

* **Guest Speaker: Kari Osborne Albarado, Director of Campus Recreation, East Tennessee State University**
* Schuh, Jones, & Torres Chapters 27, 28, & 29
* Assignment - Lino posts
* Assignment - Advising and Supporting Rubric

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 19 Assessment and Evaluation (pp. 327-343) Chapter 31 Applying Theories and Research to Practice (pp. 514-530)

*Assignments:*

* *Lino post by Monday, November 6*
* *Assessment, Evaluation, and Research Rubric (pp. 13-16) due Monday, November 6*

**Nov 6 – Nov 12 Assessment, Evaluation & Research**

***\*Nov 8-11 ASHE Conference***

* No class meeting, see Canvas for video updates
* Continue working on SA philosophy paper

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 16 Framing Student Affairs Practice (pp. 270-287), Chapter 17 Organizational Structures and Functions (pp. 288-307), Chapter 18 Strategic Planning and Finance in Student Affairs (pp. 308-326), Chapter 25 Staffing and Supervision (pp. 423-436)

*Assignments:*

* *Lino post by Monday, November 13*
* *Organizational and Human Resources Rubric (pp. 22-25) due Monday, November 13*
* *SA Professional Philosophy Paper due Monday, November 13*

**Nov 13 – Nov 19 Organizational and Human Resources**

*Discussion/Presentations:*

* **Guest speaker:** **Wendy Morgan Denman, Director of the Rayburn Student Center at Texas A&M University-Commerce**
* Schuh, Jones, & Torres Chapters 16, 17, 18, 19, 25, & 31
* Assignment - Lino posts
* Assignment - Organizational and Human Resources Rubric
* Assessment, Evaluation, and Research Rubric
* Assignment - SA Professional Philosophy Paper

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 7 Legal Foundations and Issues (pp. 107-120)

*Assignments:*

* *Lino post by Monday, November 20*
* *Law, Policy, and Governance Rubric (pp. 17-18) due Monday, November 20*

**Nov 20 – Nov 26**

***Nov 20-24 Thanksgiving break!***

*Readings for next class:*

* Skim through higher ed news at Inside Higher Ed <https://www.insidehighered.com> and the Chronicle of Higher Education <http://www.chronicle.com>

**Nov 27 – Dec 3 Law, Policy & Governance**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapter 7; Higher Ed news
* Assignment - Lino posts
* Assignment - Law, Policy, and Governance Rubric

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 20 Left Behind: How the Profession of Student Affairs is Underprepared to Meet Students Where They (Digitally) Are (pp. 344-358), Chapter 32 Evolving Roles and Competencies: Professional Development Reconsidered (pp. 532-549), Chapter 33 Shaping the Future (pp. 550-566)

*Assignments:*

* *Lino post by Monday, December 4*
* *Technology Rubric (pp. 32-34) due Monday, December 4*

**Dec 4 – Dec 8 Technology and the Future of Student Affairs**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 20, 32, & 33
* Assignment - Lino posts
* Assignment - Technology Rubric

*Assignments:*

* *Institutional Type Analysis and Presentation due Monday, December 11*

**Dec 11 – Dec 15 *Final Exam Period***

* Institutional Type Analysis Presentations