**HIED 7230**

**Student Services Administration in Postsecondary Education**

**Spring 2018**

**Course Instructor Information**

Crystal E. Garcia

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**Office Hours**

I am holding office hours on Tuesdays from 1:00 pm - 3:15 pm and Wednesdays from 3:00 - 4:45 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:** Wednesdays, 5:00pm - 7:50 pm, Haley Center Room 2406

**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 January 8, 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*.*

**Teaching Philosophy**

As an instructor, my goal is to recognize and promote the shared roles among myself and my students in constructing meaning from course content, to construct engaging and relevant course assignments, to challenge my students to critically evaluate dimensions of higher education, and to continuously evaluate and improve my practices.

 Iadopt a constructivist perspective in teaching, which means I believe the instructor and students share roles in constructing meaning within an educational setting (whether that be in a face-to-face or online setting). Therefore, classes will not involve long lectures in which I tell students what the “most important/pertinent” aspects of our readings are. I expect our class sessions to be based in dialogue in which we co-create knowledge. I also recognize that students come from diverse backgrounds and bring an array of personal and professional experiences with them to the classroom. Therefore, my aim is to provide opportunities for dialogue and discussion whenever possible, emphasize the value in individual perspectives, and encourage open and honest communication.

**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. Abstracts are not required unless specified otherwise by the instructor. 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 Presentation 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***

Wednesday, January 10

***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
* 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 points of interest that you identify in weekly readings as a springboard for our discussions. Posts are only required on the dates specified in the syllabus. To submit, post two points of interest from our readings to the appropriate discussion board on Canvas to discuss with the class during our next meeting. The posts can include 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 in small groups or with the larger class.
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:
* contributing interesting, insightful comments that reflect familiarity with the course readings to discussions
* engaging in discussion with our invited course guests by asking questions
* 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, 25 points for attendance and 50 points for active discussion during class 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 excused absences per University policy must be discussed with me and alternative assignments may be given to make up missed points due to excused absence(s).

**Professional Competencies Rubrics**

***Assignment Value***

Percent of total grade: 15% (average of all rubrics)

***Assignment Due Date***

*Advising and Supporting Rubric (pp. 10-12) due Wednesday, February 7*

*Social Justice and Inclusion Rubric (pp. 28-29) due Wednesday, February 28*

*Assessment, Evaluation, and Research Rubric (pp. 13-16) due Wednesday, March 28*

***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 3 of the ACPA/NASPA Professional Competencies Rubrics and to bring these assessments to class for group discussions. Your responses should, at minimum, be a fully developed paragraph (at least 5-6 sentences) for each of the skills identified in the rubric. Each skill response should address the following:

* Rate yourself in each of the competency areas using the competency area rubric using a 1-10 point scale; 10 being very experienced to 1 being no experience at all.
* Then provide a thorough and thoughtful rationale for the 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 skill within the rubric) to receive full credit for your assessment.
* For each skill area (there will be several for each), you must identify how can you go about developing (if you are not already there) a high skill level. Describe some specific and actionable strategies you can use.

**SA Issue Analysis**

***Assignment Value***

Percent of total grade: 10%

***Assignment Due Date***

Wednesday, January 31

***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 locate a news article focused on an issue within the field of student services to analyze. An excellent analysis will include a brief summary of the issue at hand as described within the article (1-2 paragraphs) and a more in-depth discussion of the following questions:

* How does the issue implicate student services?
* What professional or ethical foundations of the field are connected to this 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 discussion 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.**

**Functional Area Presentation and Informational Handout**

***Assignment Value***

Percent of total grade: 10% (8% presentation, 2% handout)

***Assignment Due Date***

Wednesday, March 7

***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 minute presentation and a one page handout to present and share electronically with the class. Information for the presentation 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 presentations MUST include at least 5 scholarly sources.

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

Presentations should be creative and engaging! Using creativity in your presentation does not mean it has to be informal. Formal presentations can be engaging.

Handouts should present highlights of the information presented in the presentation. 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
* Discipline and judicial affairs
* Leadership development
* Services for students with disabilities
* New student services
* Student center
* Residence life
* Advocacy and support programs
	+ Women and gender resource centers
	+ Veteran student services
	+ International student services
	+ LGBTQ+ resource centers
* Student involvement (campus organizations, campus government, etc.)
* Campus activities
* Study abroad programs

**SA Professional Philosophy Paper**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Wednesday, April 4

***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 areas:

**Your Student Affairs Philosophy**

* What is your personal philosophy of student affairs? In other words, my personal philosophy of student affairs is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.
* What role do you believe is/should be played by student affairs professionals in relation to students and why?
* What role does/should student affairs play within the higher education community and what is the basis for your perceptions (citations)?

**The Influence of Your Student Affairs Philosophy on Your Practice**

* How do your values and beliefs inform how you view the roles in SA work?
* How does your personal philosophy of student affairs influence your work (or future work) with students, peers, colleagues, faculty members, supervisors, parents, and administrators?
* How do your values and beliefs affect your relationships with students, peers, colleagues, faculty members, supervisors, parents, and administrators?

**Your Future Philosophy**

* 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% (15% for paper, 5% for presentation)

***Assignment Due Date***

Wednesday, April 25

***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 at an institution 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, service academies/military schools, etc. Examples are listed at the bottom of the instructions for this assignment.

You will be responsible for studying and analyzing an institution from a specific sector in higher education, the student affairs divisions within the institution, and one functional area within student affairs at the institution. The focus of this project should be on examining 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 more than two students may choose the same category)

Step 2: Identify an institution that falls into the institutional type/category that you selected.

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

**Your analysis (8 pages minimum, 10 pages maximum) should focus on three primary areas:**

**1. The institutional setting (approx. 2 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 mission? (do not list the mission statement verbatim within the paper, rather focus on key concepts)
* In what ways is diversity present on the campus? (Think broadly in terms of race, ethnicity, gender, sexual orientation, age, enrollment status, etc.)
* What specific programs have been implemented to enhance and support social justice, equity, inclusion, and diversity on campus?

**2. Student Affairs Generally (approx. 3-4 pages)**

* What is the mission of the student affairs division? (do not list the mission statements verbatim within the paper, rather focus on 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?
* How does the student affairs division support social justice, equity and inclusion on campus?
1. **Functional Area (approx. 3-4 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 5-7 minute 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**

**January 10-16 Welcome and Setting the Stage**

*Discussion/Presentations:*

* Introductions
* Syllabus and course structure
* ACPA/NASPA Professional Competency Areas and Competencies Rubric
* Student affairs functional area sign up
* Institutional type 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), Part Three Intro Theoretical Bases of the Profession (pp. 121-136), Chapter 8 The Nature and Uses of Theory (pp. 137-152)
* ACPA/NASPA Professional Competency Areas and Competencies Rubric

*Assignments:*

* *Discussion post by Wednesday, January 17*

**January 17-23** **Values, Philosophy & History**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 1 & 2, Part three intro, 8; ACPA/NASPA Professional Competency Areas and Competencies Rubric
* Assignment due - Discussion posts

*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:*

* *Discussion post* *by Wednesday, January 24*

**January 24 – January 30 Personal & Ethical Foundations**

*Discussion/Presentations:*

* **Guest: Danielle Davis, Director of Leadership Engagement and Development (L.E.A.D) and Serving Engaged Empowered & Diverse Students (S.E.E.D.S.), Texas A&M University-Commerce**
* Schuh, Jones, & Torres Chapters 3, 6, 22; CAS Statement of Shared Ethical Principles; ACPA Ethical Principles & Standards
* Assignment - Discussion post

*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:*

* *No discussion post* *this week!*
* *SA issue analysis due Wednesday, January 31*

**January 31 – February 6 Campus Environments and Student Success**

*Discussion/Presentations:*

* **Guest: Julie Dierberger, Paul Sather Distinguished Director UNO Service Learning Academy, University of Nebraska Omaha**
* Schuh, Jones, & Torres Chapters 13, 14, 15
* SA issue analysis discussion

*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:*

* *No discussion post* *this week!*
* *Advising and Supporting Rubric (pp. 10-12) due Wednesday, February 7*

**February 7 – February 13 Student Learning and Development**

*Discussion/Presentations:*

* **Guest:** **Eric Smith, Director Health Promotion and Wellness Services, Auburn University**
* Schuh, Jones, & Torres Chapters 9, 10, 11
* Assignment - Advising and Supporting Rubric

*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).

*Assignments:*

* *Discussion post* *by Wednesday, February 14*

**February 14 – February 20 Student Learning and Development**

**\*Working day**

**No face to face meeting – check Canvas for video discussion and updates**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 21 & 26; Calhoun article
* Assignment - Discussion post

*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:*

* *Discussion post* *by Wednesday, February 21*

**February 21 – February 27 Social Justice and Inclusion**

*Discussion/Presentations:*

* **Guest Speaker: Kaleb Briscoe, Graduate Research Assistant and Ph.D. student, Department of Educational Administration, University of Nebraska-Lincoln** (previously the Associate Director of Student Life, University of Houston-Victoria; Assistant Director of Student Involvement, Indiana University Purdue University- Columbus; Assistant Director of Financial Aid, Albany Technical College)
* Schuh, Jones, & Torres Chapters 4 & 5; Watt article
* Assignment - Discussion post

*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:*

* *No discussion post* *this week!*
* *Social Justice and Inclusion Rubric (pp. 28-29) due Wednesday, February 28*

**February 28 – March 6 Social Justice and Inclusion Cont’d**

**NASPA March 3-7**

*Discussion/Presentations:*

* **Guest Speaker: Lauren Krznarich, Associate Director of the Civic Leaders Center, Indiana University**
* Schuh, Jones, & Torres Chapters 12, 23, & 30
* Assignment - Social Justice and Inclusion Rubric

*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:*

* *No discussion post* *this week!*
* *Functional Area presentation and handout* *due Wednesday, March 7*

**March 7 – March 11 Leadership**

**NASPA March 3-7**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapter 24; Nidiffer article
* Assignment - Functional area presentations

*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:*

* *Discussion post* *by Wednesday, March 21*

**March 14 \*No Class**

**Spring Break March 12 – March 16**

**March 21 – March 27 Advising and Supporting**

*Discussion/Presentations:*

* **Guest Speaker: Jessi Dillingham, Area Coordinator for Auburn University Housing, Auburn University**
* Schuh, Jones, & Torres Chapters 27, 28, & 29
* Assignment - Discussion post

*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:*

* *No discussion post* *this week!*
* *Assessment, Evaluation, and Research Rubric (pp. 13-16) due Wednesday, March 28*

**March 28 – April 3 Assessment, Evaluation & Research**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 19 & 31
* Assignment - Discussion post
* Assignment - Assessment, Evaluation, and Research Rubric

*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:*

* *No discussion post* *this week!*
* *SA Professional Philosophy Paper due Wednesday, April 4*

**April 4 – April 10 Organizational and Human Resources**

*Discussion/Presentations:*

* **Guest Speaker: Dr. Zachary Shirley, Director of Fraternity and Sorority Life, University of Cincinnati**
* Schuh, Jones, & Torres Chapters 16, 17, 18, & 25
* Assignment - SA Professional Philosophy Paper

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 7 Legal Foundations and Issues (pp. 107-120)
* Skim through higher ed news at Inside Higher Ed <https://www.insidehighered.com> and the Chronicle of Higher Education <http://www.chronicle.com>

*Assignments:*

* *Discussion post* *by Wednesday, April 11*

**April 11 – April 17 Law, Policy & Governance**

**April 13-17 AERA Annual Conference**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapter 7; Higher Ed news
* Assignment - Discussion post

*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:*

* *Discussion post* *by Wednesday, April 18*

**April 18 – April 24 Technology and the Future of Student Affairs**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapters 20, 32, & 33
* Assignment - Discussion post

*Assignments:*

* *No discussion post* *this week!*
* *Institutional Type Analysis and Presentation due Wednesday, April 25*

**April 25**

*Discussion/Presentations:*

* Institutional Type Analysis Presentations

**April 30 – May 4**

**Final Exam Period**