**HIED 7230**

**Student Services Administration in Postsecondary Education**

**Spring 2020**

**Course Instructor Information**

Crystal E. Garcia

Haley Center Room 4082

(334) 844-3074

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

**Office Hours**

I am holding office hours on Mondays from 3:00 pm - 4:30 pm and Thursdays from 12:00 - 1:30 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/cgarcia8

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:** Thursdays, 5:00pm - 7:50 pm, Haley Center Room 2467

**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. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

*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 9, 2020. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

**Course Description**

This course centralizes a social justice perspective in examining theories, practices, organization, administration, and evaluation of student affairs in postsecondary education.

**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*.*

**Critical Studies Student Learning Outcomes:**

1. Students will critically reflect on their own beliefs and values as they relate to commitments to equity and social justice in education.

2. Students will articulate and enact anti-oppressive (e.g., anti-racist, anti-sexist, anti-transphobic, anti-heterosexist, anti-misogynist, anti-xenophobic, anti-imperialist, anti-ableist, anti-classist) perspectives in education.

3. Students will understand and apply critical theoretical perspectives from education, humanities, and social sciences scholarship to analyze and critique systems of oppression, domination, marginalization, exploitation, silencing, and subjugation.

5. Students will critique oppression at the systemic and institutional levels, recognizing the complex interactions between systems and institutions and the individuals who work/reside in those systems and institutions.

7. Students will develop pedagogical, conceptual, and methodological skills relevant to transforming educational practices, structures, and institutions towards equity and justice.

**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. 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**

**Basic Needs Accommodations:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**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 (7th 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. Positionality Statement 6%
2. Community Engagement 29%
3. Student Affairs Social Justice Issue Analysis 10%
4. Functional Area Presentation 10%
5. SA Professional Philosophy Paper 15%
6. Case Study Analysis and Presentation 30%

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. Positionality Statement**

***Assignment Value***

Percent of total grade: 6%

***Assignment Due Date***

Thursday, January 16

***Assignment Description***:

Your identities and lived experiences greatly affect the work you engage in whether you actively reflect on those or not. In this assignment, students will unpack their salient identities and lived experiences that connect to student affairs work. This positionality statement will be instrumental in our work throughout the semester. The statement should be approximately 3 pages in length and should address the following:

* Who am I?
* What are my salient social identities?
* What professional experiences (or otherwise) connect to working in student affairs?

**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 two 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. 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 (when applicable) 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 50 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).

**SA Social Justice Issue Analysis**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Thursday, February 13

***Assignment Goal***

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

***Assignment Description***:

You will first read an article provided by the instructor that focuses on a particular social justice issue within student affairs. Using our course readings, you will analyze the issue and its implications for student affairs practice. An excellent analysis will include a brief summary of the issue at hand as described within the article (1-2 paragraphs) while the majority of your analysis will provide a discussion of the following:

* How does the issue implicate student services?
* What professional or ethical foundations of the field are connected to this issue?
* Discuss at least three specific examples of how student affairs administrators could address this issue within their work.
* 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 4-5 pages in length not including the title page and references. A minimum of 5 scholarly sources are required in your analysis (not including the news article). Be sure to properly cite the news article and any other sources used in the analysis.**

**Functional Area Presentation**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Functional Area Presentation due Thursday, February 27

***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-minute presentation to share with the class. Information for the presentation should be drawn from scholarly literature, a review of professional websites, and at least one interview with a professional in the respective area—not your opinion/unresearched understanding of the position. 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 of the work - what’s involved?;
* 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 (draw from current events, scholarly literature, etc.);

Presentations should be creative and engaging and should include APA citations as applicable.

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***

Thursday, April 9

***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 5-6 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 \_\_\_\_\_\_\_\_\_\_.

**Scholarly Justification for SA Philosophy**

* 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 does your personal philosophy of student affairs influence your work (or future work) with students, peers, colleagues, faculty members, supervisors, parents, and administrators?

**Your Future Philosophy**

* What do you plan to do to continue to develop 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 reading material, discussions, and ideas included in the course during the semester.

**Case Study Analysis and Presentation**

***Assignment Value***

Percent of total grade: 30%

Case Narrative – 10%

Case Analysis and Response Paper – 15%

Presentation – 5%

***Assignment Due Date***

Case Narrative - Thursday, March 19

Case Analysis and Response Paper – Thursday, April 23

Presentation – Thursday, April 23

***Assignment Description***:

Throughout this semester we have read several examples of case studies in the context of student affairs in higher education, now you will construct a case study for analysis. First, you should provide a thoughtful and detailed description of the case including a detailed list of the characters involved and context-specific details regarding the organizational environment. In the case, a student affairs professional (or multiple SA Pros) face a dilemma and you will narrate the character’s decision making process as if it were your own. The case description should be 4-5 pages in length.

Next you will analyze the issue and determine a response. Review the options the professional(s) have and evaluate these based on our readings and other scholarly work. Then choose one option the professional(s) will pursue and why that is the best course of action. Go beyond just regurgitating the facts of the case—really apply the concepts and readings we have engaged in to support your decision-making process. The case analysis and response paper should include at least 10 citations and must be 6-8 pages in length.

You will also create a 5-7 minute presentation including highlights from your analysis to present to the class.

**Course Content Schedule**

**January 9-15 Welcome and Setting the Stage**

*Discussion:*

* Introductions
* Syllabus and course structure

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 1 Historical Overview of American Higher Education, Chapter 2 The History of Student Affairs, Chapter 16 Framing Student Affairs Practice (pp. 270-287)
* Hevel, M. S. (2016). Toward a history of student affairs: A synthesis of research, 1996-2015. *Journal of College Student Development, 57*(7), 844-862. doi: 10.1353/csd.2016.0082

**January 16-22** **History of Student Affairs and Positionality**

*Discussion:*

* Schuh, Jones, & Torres Chapter 1 Historical Overview of American Higher Education & Chapter 2 The History of Student Affairs
* Hevel, M. S. (2016). Toward a history of student affairs: A synthesis of research, 1996-2015. *Journal of College Student Development, 57*(7), 844-862. doi: 10.1353/csd.2016.0082

*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)
* Additional readings TBA by Dr. Garcia

**January 23-29 Social Justice and Student Affairs**

*Discussion:*

* Schuh, Jones, & Torres Chapter 12 Critical Theoretical Perspectives (pp. 205-219), Chapter 23 Multicultural Competence and Change on Campus (pp. 392-407)
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 4 Institutional Identity and Campus Culture, Chapter 5 Campus Climate and Diversity, Chapter 14 Environmental Theories, Chapter 15 Student Retention and Institutional Success
* Additional readings TBA by Dr. Garcia

**January 30 – February 5 Campus Environments and Student Experiences**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Chapter 4 Institutional Identity and Campus Culture, Chapter 5 Campus Climate and Diversity, Chapter 14 Environmental Theories, Chapter 15 Student Retention and Institutional Success
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* Schuh, Jones, & Torres Part Three Intro Theoretical Bases of the Profession, Chapter 8 The Nature and Uses of Theory, Chapter 9 Holistic Development, Chapter 10 Cognitive Development, Chapter 11 Psychosocial and Identity Development
* Additional readings TBA by Dr. Garcia

**February 6 – February 12 Student Learning and Development**

*Discussion/Presentations:*

* Schuh, Jones, & Torres Part Three Intro Theoretical Bases of the Profession, Chapter 8 The Nature and Uses of Theory, Chapter 9 Holistic Development, Chapter 10 Cognitive Development, Chapter 11 Psychosocial and Identity Development
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* Brandes, L. C. (2006). Graduate student centers: Building community and involving students. New Directions for Student Services, 2006: 85-99. doi:10.1002/ss.218
* Brus, C. P. (2006). Seeking balance in graduate school: A realistic expectation or a dangerous dilemma?. New Directions for Student Services, 2006: 31-45. doi:10.1002/ss.214
* Di Pierro, M. (2017). Mental health and the graduate student experience. The Journal for Quality and Participation, 40(1), 24-27. Retrieved from http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/1895913017?accountid=11311
* Guentzel, M. J., & Nesheim, B. E. (2006). Throwing pebbles at stonehenge: Advocating for graduate and professional students. New Directions for Student Services, 2006: 101-106. doi:10.1002/ss.219
* Mousavi, M., Sohrabpour, Z., Anderson, E., Stemig-Vindedahl, A., Golden, D., Christenson, G., & Bühlmann, P. (2018). Stress and mental health in graduate school: How student empowerment creates lasting change. Journal of Chemical Education, 95(11), 1939-1946.
* Panger, Galen. (2015). Graduate Student Happiness & Well-Being Report.
* Springer, K. W., Parker, B. K., & Leviten-Reid, C. (2009). Making space for graduate student parents: Practice and Politics. Journal of Family Issues, 30(4), 435–457. https://doi.org/10.1177/0192513X08329293

**February 13 – February 19 Graduate Student Learning and Development**

*Discussion/Presentations:*

* Brandes, L. C. (2006). Graduate student centers: Building community and involving students. New Directions for Student Services, 2006: 85-99. doi:10.1002/ss.218
* Brus, C. P. (2006). Seeking balance in graduate school: A realistic expectation or a dangerous dilemma?. New Directions for Student Services, 2006: 31-45. doi:10.1002/ss.214
* Di Pierro, M. (2017). Mental health and the graduate student experience. The Journal for Quality and Participation, 40(1), 24-27. Retrieved from http://search.proquest.com.ezp-prod1.hul.harvard.edu/docview/1895913017?accountid=11311
* Guentzel, M. J., & Nesheim, B. E. (2006). Throwing pebbles at stonehenge: Advocating for graduate and professional students. New Directions for Student Services, 2006: 101-106. doi:10.1002/ss.219
* Mousavi, M., Sohrabpour, Z., Anderson, E., Stemig-Vindedahl, A., Golden, D., Christenson, G., & Bühlmann, P. (2018). Stress and mental health in graduate school: How student empowerment creates lasting change. Journal of Chemical Education, 95(11), 1939-1946.
* Panger, Galen. (2015). Graduate Student Happiness & Well-Being Report.
* Springer, K. W., Parker, B. K., & Leviten-Reid, C. (2009). Making space for graduate student parents: Practice and Politics. Journal of Family Issues, 30(4), 435–457. https://doi.org/10.1177/0192513X08329293

*Readings for next class:*

* Schuh, Jones, & Torres Chapters 21 Academic and Student Affairs Partnerships, Chapter 30 Designing Programs for Engaging Difference (pp. 499-513)
* Additional readings TBA by Dr. Garcia

**February 20– February 26 Campus Organizations and Event Programming**

*Discussion:*

* Schuh, Jones, & Torres Chapters 21 Academic and Student Affairs Partnerships, Chapter 30 Designing Programs for Engaging Difference (pp. 499-513)
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* 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.
* Additional readings TBA by Dr. Garcia

**February 27 – March 4 Engaging in Dialogues About Social Justice, Diversity, Equity, and Inclusion**

*Discussion:*

* 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.
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 3 Philosophies and Values, Chapter 6 What is Ethical Professional Practice?, Chapter 24 Leadership, Chapter 25 Staffing and Supervision
* Nidiffer, J. (2002). The first deans of women: What we can learn from them. *About Campus, 6*(6), 10-16.
* Additional readings TBA by Dr. Garcia

**March 5 – March 11 Leadership in Student Affairs**

**NASPA March 3-7**

*Discussion:*

* Schuh, Jones, & Torres Chapter 3 Philosophies and Values, Chapter 6 What is Ethical Professional Practice?, Chapter 24 Leadership, Chapter 25 Staffing and Supervision
* Nidiffer, J. (2002). The first deans of women: What we can learn from them. *About Campus, 6*(6), 10-16.
* Additional readings TBA by Dr. Garcia

*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)
* Additional readings TBA by Dr. Garcia

**March 12 \*No Class**

**Spring Break March 9 – March 13**

**March 19 – March 25 Advising and Supporting**

*Discussion:*

* 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)
* Additional readings TBA by Dr. Garcia

*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)
* Additional readings TBA by Dr. Garcia

**March 26 – April 1 Assessment, Evaluation & Research**

*Discussion:*

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

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 13 Organization Theory and Change (pp. 220-235), Chapter 17 Organizational Structures and Functions (pp. 288-307), Chapter 18 Strategic Planning and Finance in Student Affairs (pp. 308-326)
* Additional readings TBA by Dr. Garcia

**April 2 – April 8 Organizational Structures and Strategic Planning**

***Southeastern Universities Graduate Symposium***

*Discussion:*

* Schuh, Jones, & Torres Chapter 13 Organization Theory and Change (pp. 220-235), Chapter 17 Organizational Structures and Functions (pp. 288-307), Chapter 18 Strategic Planning and Finance in Student Affairs (pp. 308-326)
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* Schuh, Jones, & Torres Chapter 7 Legal Foundations and Issues (pp. 107-120)
* Additional readings TBA by Dr. Garcia

**April 9 – April 15 Law, Policy & Governance**

**April 13-17 AERA Annual Conference**

*Discussion:*

* Schuh, Jones, & Torres Chapter 7 Legal Foundations and Issues (pp. 107-120)
* Additional readings TBA by Dr. Garcia

*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 33 Shaping the Future (pp. 550-566)
* Additional readings TBA by Dr. Garcia

**April 16 – April 22 Technology and the Future of Student Affairs**

*Discussion:*

* 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 33 Shaping the Future (pp. 550-566)
* Additional readings TBA by Dr. Garcia

*Readings for next class:*

* TBA by Dr. Garcia

**April 23**

*Final Presentations*

**April 27 – May 1**

**Final Exam Period - No Class**