

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**ELPS 425: Student Affairs Profession in Higher Education**

Fall 2011

Tuesday, 7:00 – 9:30 pm

Water Tower Campus, Communications, Room 010

**Professor**

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**Description:**

This course is an introduction to the professional field of student affairs administration in higher education. Student affairs professionals have a primary responsibility and professional obligation to advance the full development and learning of all students with whom they work and serve in higher education. This course emphasizes the roles that student affairs staff serve to promote the intellectual, social, moral, ethical, spiritual, emotional, and physical development of students. With this vision in mind, student affairs educators also have a professional responsibility to advance their institution's unique mission and educational goals. Student affairs educators carry out their obligations by actively seeking collaborative relationships with each other across units, with students, with faculty, and with others on the campus in order to design, support and maintain campus environments that optimally support student learning and development.

This course is designed to facilitate open, systematic and scholarly exploration of professional identity within the broad and diverse student affairs field. You will be challenged to examine and to personally reflect on the basic "Who, What, Why, How and Where" questions that, when taken together, provide a comprehensive portrait of the student affairs profession in higher education. The questions that you are asked to critically explore and personally reflect upon in this course include:

- Who are student affairs professionals? What pathways have they followed into the profession and why? What factors contribute to the vast diversity that exists among professionals in this field? What strengths and limitations are inherent in this diversity? How would you describe your own journey into the field? What attracts you to working with students? What strengths, talents, and unique skills do you bring?

As long as we think of difference as that which divides us, we shall dislike it; when we think of it as that which unites us, we shall cherish it. (Mary Parker Follett)

- What do student affairs professionals do? What functions do they typically perform on the campus? How might their work vary both from one functional unit to another on the same campus and from one campus to another? What types of student affairs positions most appeal to you? Why? What kinds of institutions of higher learning most attract you? Why?
- Why do student affairs professionals strive to do what it is they do? What principles inform and drive their professional practice? What goals, values, beliefs, and assumptions are deeply held? What values and beliefs do you hold that will shape or influence your work with students? What factors have influenced these beliefs? What currently motivates you to consider a career in the field of student affairs administration?
- How do student affairs staff members perform their duties and achieve their goals? What competencies, skills, and dispositions (i.e., values, attitudes, etc.) are needed to effectively advise, counsel, lead, advocate, manage, and educate? What roles are a good fit for you? Why? What "gaps" exist in your own knowledge and skills that you hope to address?
- Where do student affairs professionals accomplish their important work? With whom? With what resources and tools? How can student affairs staff collaborate effectively with each other and with faculty on the campus? What leadership is required? With what groups on campus are you currently most comfortable working? Why? How do you assess your own level of team work skills at this point in your career?

While there are no absolute right or wrong pathways to the exploration of professional identity in this class, systematically exploring the above sets of questions can assist you in constructing a richer and fuller appreciation for and understanding of the work of student affairs professionals in higher education. You will be challenged throughout the course to reflect on what professional identity and vocation mean for you. It is important to remember that your past, current, and your future experiences will collectively shape your evolving understanding of your professional role. Hopefully, this course will support you in developing and refining the skills, knowledge, and dispositions needed to continuously reflect on your own values and beliefs as they relate to the work of student affairs.

### **Outcomes & Objectives:**

#### Learning Outcomes

You will demonstrate an understanding of the philosophy, values, and principles underlying the student affairs profession, the functions and environments in which that profession is exercised, and intentionally commit yourself to the ethical, socially just, and professional practice of educating and fostering the holistic development of students.

Don't just act, sit there. (Buddhist Proverb)

## Objectives

Upon successful completion of this course, you should be able to:

1. Articulate core values advanced by student affairs professionals that contribute to the development of a philosophy for the profession and reflect on your own evolving educational philosophy that grounds your work with students.
2. Recognize key trends and events that over its history have and will continue to shape the evolution of the student affairs profession from its infancy in the late 19th century into the future.
3. Understand key roles and functions served on the campus by student affairs professionals including the overarching educational goals and objectives they seek to achieve across functional areas.
4. Identify key professional associations within the field including the role, function, and the diverse contributions that these organizations may provide to you and to the broader profession.
5. Specify which factors contribute to the diversity that exists among student affairs professionals who work in higher education.
6. Describe how the United State's diverse system of higher education – including differences that exist among institutional missions, organizational patterns, funding sources, faculty orientations, student characteristics/goals, and teaching and learning climates – can significantly impact the focus, practice, and work of student affairs staff on particular campuses.
7. Develop a personal understanding of what it means to serve as a moral and ethical professional within the field and reflect on the characteristics that contribute to the development of professionals.
8. Analyze and implement methods in which student affairs professionals can promote social justice on campus, particularly through their personal development as social justice allies to various student populations (particularly those that are under-served or under-represented) and their promotion of social justice ally development in their students.
9. Be familiar with the personal and professional issues that early career professionals may face upon entering the profession as master's prepared graduates, and how they intend to continuously develop and renew their professional identity; including, but not limited to mentoring relationships with students and other professionals.

Our beautiful, powerful question that we can ask each other is, what is your experience?  
(Mary Pipher)

## **Conceptual Frameworks:**

### Professionalism in Service of Social Justice

The School of Education at Loyola University Chicago advances a conceptual framework that emphasizes “*Professionalism in Service of Social Justice*.” This framework is consistent with the design and content of this course. The course will challenge you to thoughtfully consider social justice and ethical issues with which student affairs professionals face in their work with students.

### Diversity

This course addresses the myriad of ways in which diversity influences and impacts the student affairs profession. Particular attention is paid to rich variety of institutions and practice areas in which student affairs professionals work, the many needs of the diverse students and populations these professionals serve, and the manners in which student affairs professionals can develop their own identities as social justice allies.

### Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Blackboard as an educational tool. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

## **Institutional Policies:**

### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education’s Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Making a decision based on your conscious is the ultimate norm in morality.  
(Fernando Cardenal, SJ)

### Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **Reading Materials:**

Please purchase your books as soon as possible as readings will be assigned for the first week.

#### Required Texts

hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Schuh, J., Jones, S., Harper, S. & Assoc.(Eds.). (2011). *Student services: A handbook for the profession* (5<sup>th</sup> ed.). San Francisco: Jossey-Bass.

Suskind, R. (1998). *A hope in the unseen: An American odyssey from the inner city to the ivy league*. New York: Broadway Books.

#### Recommended Text

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

### **Additional Resources**

[www.myacpa.org](http://www.myacpa.org)

American College Personnel Association

[www.naspa.org](http://www.naspa.org)

National Association of Student Personnel Administrators

[www.studentaffairs.com](http://www.studentaffairs.com)

Student Affairs Compass

The purpose of life is to discover your gift. The meaning of life is to give your gift away.  
(David Viscott)

### Additional Readings

Additional readings will be provided in the form of documents accessible via the Blackboard site for this course. A full reference list of these readings is provided at the end of the syllabus. You are not required to print or bring these to class (unless otherwise instructed) but are responsible for reading them and bringing thoughtful notes/quotes/comments and questions to class. I may add additional readings not listed in this syllabus during the course of the semester. There are also suggested readings listed on the syllabus should you desire to explore a topic further. These readings are considered required for doctoral students.

### **Requirements & Expectations:**

#### Attendance and Engagement (5 points, due October 3 and November 29)

You all add a valuable and unique perspective that is essential to our course. Participate in class sessions through questions, critiques, illustrations, comments, suggestions, and other forms of constructive feedback. Engagement is less about frequency and more about quality contributions and being personally and consistently engaged with the dialogue topics. For this course, participation is valued when you build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the dialogue. You are also encouraged to act as gatekeepers to the dialogue and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual's preferred learning style is addressed over the course of the semester. Together, we will go over guidelines designed to create a stimulating classroom climate. You will assess your class participation based on the Participation/Reading Assignment Grading Rubric found in Blackboard.

Because your participation and completed assignments are integral to the success of the course, please notify me in advance if for some substantial reason you will be unable to attend class or turn in an assignment by the due date. If you miss more than two class sessions and/or turn in late assignments, you may only be eligible for a maximum grade of "C" in the course.

#### Reading (5 points, due October 3 and November 29)

Each of us is responsible for the material in the readings. The readings contain a broad array of scholarly and contemporary ideas and are designed to prompt critical analysis and thought-provoking questions, as well as provide a common information base for intellectually stimulating dialogue. The opinions and ideas in the readings do not necessarily reflect my opinion; rather they represent different aspects and ways of viewing student affairs. You will assess yourself on your ability to demonstrate your comprehension of the readings in class dialogues and class assignments. See Participation/Reading Assignment Grading Rubric for assessment.

This is a seminar course, which means that class time will primarily consist of dialogue and group activities. Please complete readings prior to class, consider your reactions to the authors' ideas and prepare to share your papers, as well as your thoughts, with others.

**Bring answers to these questions for each week's reading to assist our dialogue in class:**

- 1) Does the author reveal personal biases? If so, what are they?
- 2) What is of value to you in the reading? How so?
- 3) Do you agree or not agree with the reading? Why?
- 4) Which of your own experiences seem to affirm or refute concepts in the readings?
- 5) How are the author's ideas connected to other readings for the course?

Cell Phones/On Call

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you need to respond to a call during class, please leave the room in an undistruptive manner. Texting and instant messaging are not allowed during class. If you are on call as part of professional responsibilities, please advise me at the start of the semester.

Email/Blackboard

Email will be used as the primary mode of correspondence for this course. It is imperative that you activate your Loyola University Chicago account and check it daily. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Blackboard may be used as a source to update the class about course material.

APA Style/Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6<sup>th</sup> Edition format. Guidelines for this will be covered at the start of the semester and a handout posted on the Blackboard site. Key provisions are that papers should be 12 point Times New Roman font, double-spaced, with one inch margins. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. You are strongly encouraged to submit drafts of papers to peers for initial feedback. If you have significant concerns regarding your writing ability please consult the University Writing Center ([http://www.luc.edu/tutoring/Writing\\_Center.shtml](http://www.luc.edu/tutoring/Writing_Center.shtml)) for assistance.

**Assignments:**

The series of assignments identified for this course reflect student feedback on desired course outcomes, personal learning styles, and preferred mode of evaluation. They also create space for you to pursue more depth of study in particular content areas of interest. This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio or dissertation.

Education is a double-edged sword; it can be used to liberate or oppress. (Michael Apple)

Assignments are due at the time specified in the course syllabus and should be submitted according to the directions provided. Please do not exceed suggested lengths of assignments as dictated by the full assignment descriptions. Additionally, the suggested length *does not* include the title page or reference pages.

### Personal Development

These assignments are structured around the life calling conceptual model outlined in the Millard (2004) reading assigned for the first week of class. The three key elements of this model – personal mission, foundational values, and unique design – form the basis of the three assignments.

- *Personal Letters to Future Student Affairs Professional* (15 points; due September 6, October 4, 25, November 15, and 22)

You will compose 5 letters that will help you reflect on what you learned in this class and want to remember as a full-time student affairs professional. Each letter should not exceed 2 pages. The first letter will address why you pursued a career (or vocation) in student affairs. It should highlight key mentors, critical moments, or personal passions that have spurred you to pursue student affairs as your personal mission. The remaining four letters will touch on a different topic, skill or competency that stood out to you in the reading as critical knowledge to be reminded of as a professional. I will assess you based on the Personal Letters Grading Rubric on Blackboard.

- *Personal Point of View Philosophy Statement* (10 points; due September 20)

After reading the various Student Personnel Points of View (and the other philosophical documents undergirding the student affairs profession), you will draft your own Point of View statement that encompasses your personal “foundational values,” how they relate to 2 or 3 principles in the readings,, and vision of your role as a student affairs professional. Address how your Point of View affirms or refutes the ideas in various readings and why. This assignment should not exceed 8 pages. I will assess you based on the Personal Philosophy Grading Rubric on Blackboard.

- *Personal Capacities Assessment* (15 points; due November 8)

Take this opportunity to identify your “unique design” and understand those areas of strength that you can leverage in service of students. This assignment entails: a personal inventory of your skills and competencies that assess your skill level in select categories, a summary of your experiences, and action plan. I will assess you based on the Personal Capacities Grading Rubric on Blackboard.

### Practice Area & Environment

The assignments in this area are designed to make sure that you understand the myriad different functional areas and environments in which student affairs professions apply their skills. **Choose A or B depending on your interest:**

None of us alone can save the nation or world. But each of us can make a positive difference if we commit ourselves to do so. (Cornel West)

- *A) Practice Area Research* (15 points; due September 27—Research Summary sent to class one day before presentation)

Explore your interest area in student affairs as you, and a small team of classmates, choose a particular practice area (or several overlapping areas) and prepare a Research Summary (3 pages maximum) on the specific area and send it to the class. You will also facilitate a 30 minute activity that illustrates your findings to the class (this presentation should bring meaning to your findings in an engaging way; e.g. through case study, skit, etc.). The following should be included in the Research Summary: description and summary of the practice area, its major functions and duties, applicable student development theories, how it promotes learning/development, key websites and references, specific professional associations, journals and publications serving the area. It is expected that you contact practitioners at several different institutions, and attend a program/meeting or event in this area in order to successfully complete this assignment (practitioners and events attended should be listed on the Summary). Your classmates and I will assess this based on the Practice Area Research Grading Rubric on Blackboard.

- *B) Institutional Type Group Activity* (15 points; due October 18—Research Summary sent to class one day before presentation)

Transform theory into practice as you, in a small team with your classmates, facilitate a 30 minute activity (e.g. you might perform a skit, create a game, construct a quiz, invent a newscast, etc.) based on student affairs at a particular type of institution. The following areas should be included in the Research Summary: description and summary of the institutional type, its major demographics of students, faculty and staff, applicable environmental theories, how student affairs is practiced as opposed to at other institutional types, references, specific professionals interviewed at this institutional type, and observations from campus visits at this institutional type. The Research Summary (3 pages maximum) should be turned in to class one day before your presentation. Your classmates and I will assess you on this assignment based on the Institutional Type Grading Rubric on Blackboard.

### Professional Development

These assignments are designed to help equip students to become exemplary student affairs professionals. The first one focuses on how student affairs practitioners relate to their students (and peers), and the second focuses on how student affairs practitioners can address larger issues affecting higher education.

- *Applied Philosophy Paper* (25 points; due December 6)

In this assignment, you will answer the question: How will my philosophy of student affairs, my beliefs and values about student learning, be evident? The paper should not exceed 10 pages and it should address the following:

- A. Statement of Purpose & Goals—What is the purpose (tenets) of your practice? Why will your practice make a difference in the lives of students, functional area, and type of institution you in which you will work? Is your practice grounded in your own moral, socially just and professional practices? How so?

- B. Practice Area—Which area of student affairs will your practice concentrate on and why?
- C. Educational Target—Who are you targeting in your practice (e.g. state specific student population and why, report their demographics, and describe their needs, etc.)?
- D. Accountability—Which class and outside of class readings supports your approach to educational practice? Which educational experiences of yours support your practice?
- E. Evaluation—How are you going to assess your practice? How will you stay current? How will you draw on ethical principles to guide your practice?

I will assess the paper based on the Applied Philosophy Grading Rubric on Blackboard.

• *Key Social Justice Issue Research & Presentation* (10 points; due November 29—  
Research check-ins due periodically)

Be our informant as you research, track, and discuss a key social justice issue that is facing the student affairs/higher education community (either currently or in the future). By mid-semester, you will pick an issue, and create a weekly log that tracks the issue through different sources. This weekly log will culminate in a Research Summary (3 pages maximum) that summarizes the issue, your research/tracking method, the resources you've uncovered, and how student affairs educators can be allies in this area. Turn in the weekly log and summary as noted in syllabus below. In class you will share why this issue has relevance for your work in student affairs and how it connects to issues raised in our text, *A Hope in the Unseen*. I will assess this assignment based on the Key Issue Grading Rubric on Blackboard.

### Evaluation & Grading:

The distributions of points for the semester, as well as overall grades to be assigned, are:

DISTRIBUTION OF POINTS		OVERALL GRADES	
Participation/Reading Assignment	10	100-95	A
		94-90	A-
Personal Development Assignments			
Personal Letters	15	89-86	B+
Personal Philosophy Statement	10	85-83	B
Personal Capacities Assessment	15	82-80	B-
Environment/Area Assignments			
Practice Area <b><i>OR</i></b>		79-77	C+
Institutional Type	15	76-74	C
Professional Development Assignments		73-70	C-
Applied Philosophy Paper	25		
Key Issue Research	10	69-60	D
TOTAL	100	59 or below	F

Final grades will be determined by totaling the points received on each of the assignments above. "A" quality written work is well-organized, with an introduction, sub-headings, complete sentences, development of ideas, transitions, a conclusion, APA style, correct spelling, and grammar. Assignments are due at the beginning of class on the day specified in the tentative class session's section of this syllabus. Please retain all returned and graded work.

We need every human gift and cannot afford to neglect any gift because of artificial barriers of sex or race or class or national origin. (Margaret Mead)

<b>Date</b>	<b>Topic &amp; Readings</b>	<b>Assignments</b>
August 30	<p><b>INTRODUCTION: The Search for Vocation</b></p> <ul style="list-style-type: none"> <li>- Horst (2002) - Job, career, vocation</li> <li>- Palmer (2000) – Now I become myself</li> <li>- Millard (2004) - Discover your life calling</li> <li>- hooks (1994) – Introduction (Teaching to transgress)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Dawson (2005) - A history of vocation</li> <li>- Gallagher (2007) - Speaking of vocation in an age of spirituality</li> <li>- Strange (2001) - Spiritual dimensions of graduate preparation in student affairs</li> </ul> <p><b>*Guest Presenter: <u>Nicole Chmela</u></b></p>	<p>*Required Reading</p> <p>*Bring syllabus and rubrics</p> <p>*Bring quote from each required reading</p> <p>*Preferences for Practice Area or Institutional Type</p>
September 6	<p><b>HISTORY &amp; PHILOSOPHY I: Student Personnel Points of View</b></p> <ul style="list-style-type: none"> <li>-Dungy &amp; Gordon (2011) - Chapter 4 (Development of student affairs)</li> <li>- ACE (1937) - Student personnel point of view</li> <li>- ACE (1949) - Student personnel point of view</li> <li>- NASPA (1987) - Perspective on student affairs</li> <li>- hooks (1994) – Chapter 1 (Engaged pedagogy)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Gangone (2008) – NAWE’s enduring legacy</li> <li>- AAUP et al. (1967) - Joint statement on student rights &amp; freedoms</li> <li>- Lloyd-Jones (1954) - Changing concepts of student personnel work</li> </ul>	<p>*Required Reading</p> <p>* Letter 1 due</p> <p>* Team Contract Due for Practice Area or Institutional Type Assignments</p>

September 13	<p><b>HISTORY &amp; PHILOSOPHY II: Student Learning</b></p> <ul style="list-style-type: none"> <li>- King &amp; Magolda (2011)- Chapter 11 (Student Learning)</li> <li>- Kuh (2011)- Chapter 14 (Student success)</li> <li>- Reason &amp; Broido (2011) – Chapter 5 (Philosophies &amp; values)</li> <li>- hooks (1994) – Chapter 2 (A revolution of values)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- AAHE, ACPA, &amp; NASPA (1998) - Powerful partnerships</li> <li>- ACPA (1994/1996) - Student learning imperative (SLI)</li> </ul>	<p>*Required Reading</p> <p>*Bring question and quote for every required reading</p>
September 20	<p><b>PHILOSOPHY: Connecting Philosophy to Practice</b></p> <ul style="list-style-type: none"> <li>- Harper (2011) – Chapter 16 (Strategy &amp; intentionality in practice)</li> <li>- Stringer &amp; Swezey (2006) – Purpose of student affairs prep program within Jesuit higher education</li> <li>- Kelly (2006)- The final word</li> <li>- hooks (1994)- Chapter 3 (Embracing change)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Rosser &amp; Javinar (2003) – Exploring mid-level student affairs staff intentions to leave</li> <li>- Reisser (2002) – Self renewal &amp; personal development in professional life</li> </ul>	<p>*Required Reading</p> <p>* Personal Philosophy Statement due</p>
September 27	<p><b>ENVIRONMENTS I: Practice Areas &amp; Professional Associations</b></p> <ul style="list-style-type: none"> <li>- Nuss (2000) – The role of professional associations</li> <li>- hooks (1994) – Chapter 6 (Essentialism and experience)</li> <li>- Moneta &amp; Roberts (2003)- Report of the blue ribbon taskforce</li> <li>- Blimling (2003)- ACPA and NASPA consolidation</li> </ul>	<p>*Required Reading</p> <p>*Practice Area Presentation &amp; Summary due</p>

October 4	<p><b>ENVIRONMENTS II: Campus Culture &amp; Environments</b></p> <ul style="list-style-type: none"> <li>- Renn &amp; Patton (2011) – Chapter 13 (Campus ecology &amp; environments)</li> <li>- Manning &amp; Munoz (2011) – Chapter 15 (Framing student affairs practice)</li> <li>- hooks (1994)- Chapter 10 (Building a teaching community)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Bogue (2002) – Call for community in higher education</li> <li>- Chickering &amp; Reisser (1993) – Environmental influences on development</li> <li>- Ortiz (1999) - Student affairs &amp; the institutionalization of the collegiate ideal</li> </ul>	<p>*Required Reading</p> <p>*Letter 2 due</p> <p>*Mid-Semester Participation/ Reading Grading Rubric <b>due October 3</b></p> <p>*Social Justice Issue and Plan for Tracking due</p>
October 11	<b>NO CLASS---HAPPY FALL BREAK ☺</b>	
October 18	<p><b>ENVIRONMENTS III: Institutional Type</b></p> <ul style="list-style-type: none"> <li>- Griffin &amp; Hurtado (2011) - Chapter 2 (Institutional variety in American higher education)</li> <li>- Hirt et al. (2005) - Where you work matters</li> <li>- Carnegie Foundation (2007) - Basic classification technical details</li> <li>- Barr (2000) - The importance of institutional mission</li> </ul>	<p>*Required Reading</p> <p>*Institutional Type Group Presentations and Summary due</p>

October 25	<p><b>PROFESSIONAL DEVELOPMENT I: Professionalism &amp; Ethics</b></p> <ul style="list-style-type: none"> <li>- Fried (2011) – Chapter 6 (Ethical standards &amp; principles)</li> <li>- Arminio (2011) – Chapter 27 (Professionalism)</li> <li>- Schwartz &amp; Bryan (1998) – What is professional development?</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Humphry et al. (2004) – Ethical decision making</li> <li>- Janosik et al. (2004) – Analysis of ethical problems in student affairs</li> <li>- Blackhurst (2000) – Effects of mentoring on women student affairs administrators</li> </ul> <p><b>*Guest Presenter: Dana Broadnax</b></p>	<p>*Required Reading</p> <p>*Letter 3 due</p>
November 1	<p><b>PROFESSIONAL DEVELOPMENT II: Core Competencies &amp; Skills</b></p> <ul style="list-style-type: none"> <li>- Reynolds (2011)– Chapter 23 ( Counseling &amp; helping skills)</li> <li>- Magolda &amp; Quaye (2011)– Chapter 22 (Teaching in the co-curriculum)</li> <li>- Love &amp; Maxam (2011)– Chapter 24 (Advising and consultation)</li> <li>- Waple (2006) – Assessment of skills and competencies</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Kuk et al. (2007) – Perceptions of competencies of entry-level practitioners in student affairs</li> <li>- Schuh et al. (2011) – Chapters 20, 21 &amp; 26 (various competencies and skills)</li> </ul> <p><b>*Guest Presenter: Rabia Khan</b></p>	<p>*Required Reading</p> <p>*Week 3 Log due</p>

November 8	<p><b>PROFESSIONAL DEVELOPMENT III: Multicultural Competence</b></p> <ul style="list-style-type: none"> <li>- Kelly &amp; Gayles (in press) - Resistance to multicultural dialogue</li> <li>- Pope &amp; Mueller (2011)- Chapter 19 (Multicultural Competence)</li> <li>- King &amp; Howard-Hamilton (2003) – An assessment of multicultural competence</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Reason et al. (2005) – Toward a model of racial justice ally development</li> <li>- King &amp; Magolda (2005) – Developmental model of intercultural maturity</li> </ul> <p><b>*Guest Presenters: Paul Miller &amp; Jason Chan</b></p>	<p>*Required Reading</p> <p>*Personal Capacity Assignment due</p>
November 15	<p><b>PROFESSIONAL DEVELOPMENT IV: Ally Development</b></p> <ul style="list-style-type: none"> <li>- Chang et al. (2011)- Chapter 3 (Campus climate and diversity)</li> <li>- Edwards (2006) – Conceptual model of social justice ally development</li> <li>- Suskind (1998)- Chapters 1-4</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Goodman (2000) – Motivating privileged people to support social justice</li> <li>- Hurtado et al. (1999) - Enacting diverse learning Environments</li> </ul> <p><b>*Guest Presenter: Brian Anderson</b></p>	<p>*Required Reading</p> <p>*Letter 4 due</p>
November 22	<p><b>PROFESSIONAL DEVELOPMENT V: Ally Practice</b></p> <ul style="list-style-type: none"> <li>- Suskind (1998) – Chapters 5-Epilogue</li> <li>- Roper &amp; Matheis (2011)- Chapter 25 (Conflict resolution)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Bishop (2002)- Becoming an ally</li> <li>- Rhoads &amp; Black (1995) – Student affairs practitioners as transformative educators</li> </ul> <p><b>*Guest Presenter: Domonic Rollins</b></p>	<p>*Required Reading</p> <p>*Letter 5 due</p>

November 29	<p><b>PROFESSIONAL DEVELOPMENT VI: Current &amp; Future Issues</b></p> <ul style="list-style-type: none"> <li>- Jones et al. (2011) – Chapter 31 (Shaping the future)</li> <li>- Love &amp; Estanek (2004) – Conceptual framework for rethinking student affairs practice</li> <li>- Aleman &amp; Wartman (2011)- Chapter 30 (Student technology use and student affairs practice)</li> </ul> <p><i>Other Suggested Readings:</i></p> <ul style="list-style-type: none"> <li>- Sax &amp; Harper (2011)– Chapter 29 (Using research to inform practice)</li> </ul>	<p>*Required Reading</p> <p>*Key Issue Presentation &amp; Summary due</p> <p>*Final Participation/ Reading Rubric due</p>
December 6	<p><b>NO FACE-TO-FACE CLASS—HAVE A TERRIFIC WINTER BREAK ☺</b></p> <p><b>PHILSOPHY REVISITED</b></p> <ul style="list-style-type: none"> <li>- hooks (1994) Chapters 12- 14</li> <li>- Chambers &amp; Parks (2002)- Helping students find their place and purpose</li> </ul>	<p>*Required Reading</p> <p>*Application of Philosophy due</p>

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