

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

Department of Administrative and Policy Studies

ADMPS 2120: Capstone Seminar in Student Services

Fall 2018 | Mondays 4:30–7:10pm | WWPH 4318

Instructor

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Office hours and instructor communication: My goal is to reply to email within 48 hours Monday-Friday, and my office hours are on Wednesdays from 12-2p or by appointment. However, I do ask that you email me to schedule office hour meetings in advance in case I have a conflict. I am also happy to meet via Skype or FaceTime.

Course Description

This course is designed as the capstone for the student services management track. As such, this course will provide students with the opportunity to consider and apply theoretical and conceptual knowledge from this course and all Higher Education Management courses to practical situations. Through course content and assignments, students will expand their knowledge and skills in an array of essential student services competencies, which in turn, will enable students to assess their personal and professional growth in preparation for the advancement of their professional career.

Learning Outcomes

1. To apply theoretical and conceptual knowledge to practical experience
2. To further develop core competencies in student affairs
3. To design an intervention based in theory to address an issue or concern in a student organization/group
4. To practice critical thinking and writing skills at the graduate level
5. To reflect on their own experiences as college students and professionals, integrating self-awareness into their practice as student affairs professionals
6. To review and assess personal learning and career experiences to prepare for future career advancement

Required Materials

Amey, M. J., & Reesor, L. M. (Eds.) (2015). *Beginning your journey: A guide for new professionals in student affairs*. (4th ed.). Washington, DC: NASPA.

Holzweiss, P. C., & Parrott, K. P. (Eds.) (2017). *Careers in student affairs: A holistic guide to professional development in higher education*. Washington, DC: NASPA.

Magolda, P. M., & Baxter-Magolda, M. B. (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus.

Manning, K., Kinzie, J., & Schuh, J. H. (2014). *One size does not fit all: Traditional and innovative models of student affairs practice*. (2nd ed.). New York, NY: Routledge.

Schuh, J. H., Jones, S. R., & Torres, V. (Eds.) (2016). *Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass.

Strange, C. C., & Banning, J. H. (2015). *Designing for learning: Creating campus environments for student success* (2nd ed.). San Francisco, CA: Jossey-Bass.

Recommended:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.

Dunkel, N. W., Schuh, J. H., & Chrystal-Green, N. E. (2014). *Advising student groups and organizations*. (2nd ed.). San Francisco, CA: Jossey-Bass.

Kuk, L., & Banning, J. H. (2016). *Student affairs leadership: Defining the role through an ecological framework*. Sterling, VA: Stylus.

Course Policies

Attendance

Class attendance is critical to the full examination of the scheduled topic, which allows for students' individual and collective learning. Students should make every opportunity to attend class on time and for the full duration. Students are permitted one class absence without academic penalty. Acquiring more than one absence or missing class without prior notification will result in a lower course grade. Please email the instructor in advance if you are going to be absent from class. Persistent tardiness, without prior approval, may also result in a lower course grade.

Technology

Present engagement in course discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., text messaging, social media) can detract from the quality of the discussion and delimit our present engagement with one another. Students are encouraged to be respectful of our shared classroom environment when using cell phones and laptops in class and to refrain from checking email, text messages, and social media during class time. Students failing to abide by the technology policy may lose participation credit for the day. Students are welcome to check social media and send text messages during the break in the middle of class.

Deadlines

All assignments are due by the start of class on the date assigned, unless otherwise noted. However, I do provide a 24-hour extension that is intended for those rare times when you need just a bit more time to finish due to extenuating circumstances. Assignments turned in more than 24 hours past the deadline will be reduced 1/3 letter grade; the reduction grows each day that the assignment is turned in past the initial deadline. Otherwise, late assignments without penalty cannot be accepted unless prior arrangements have been made with the instructor. Students must provide a hardcopy of the assignment (handed to the instructor in class) and also upload the assignment to CourseWeb. Please note that failure to submit a hardcopy may result in a lower grade for the assignment. *Unless otherwise specified, hardcopies of blog posts are not required.*

Written Assignments

Writing is an important part of professional practice and this class is an opportunity to refine your writing skills. All written assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. Assignments must follow the grammar, formatting, and usage guidelines contained in the 6th edition of the *Publication Manual of the American Psychological Association* (APA). If you need assistance with APA, please do not hesitate to ask the instructor. The University Writing Center offers valuable services for graduate student writing and their services can be reviewed at <http://www.writingcenter.pitt.edu/graduate-services>. The Purdue Online Writing Lab (OWL) also

contains helpful web resources that may assist in better understanding APA style and can be located at: <https://owl.english.purdue.edu/owl/section/2/10/>.

Grades

Letter grades will be assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, and style, grammar, and spelling. Letter grades are feedback and have the following meaning (+ and – are also assigned):

“A” signifies work that exceeds expectations. Written work falling into this category will demonstrate clarity of purpose, organization, and communication. It will also demonstrate original interpretation of course material. “A” level participation need not mean a large quantity of participation but denotes a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion.

“B” signifies work that meets expectations, meaning that all aspects of the assignment are completed, but it lacks some of the aspects of “A” work, particularly inconsistent preparation for class, infrequent contributions to class discussions, or written work that demonstrates less significant insight into the material or frequent grammatical errors or technical issues.

“C” signifies work that is below expectations, all aspects of the assignment may not have been completed, work demonstrates little preparation for class, or written work that demonstrates little insight into material or grammatical issues that mar the work significantly.

“F” is assigned for incomplete work or any work that breaches University standards of academic integrity.

Departmental Grievance Procedures

The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (3) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dean Mike Gunzenhauser is the Associate Dean and Integrity Officer.]

Academic Integrity

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and Disability Resources and Services no later than the second week of the term. You may be asked to provide documentation of your disability to determine the

appropriateness of accommodations. To notify Disability Resources and Services, call (412) 648-7890 (Voice or TTD) to schedule an appointment. The Disability Resources and Services office is located in 140 William Pitt Union on the Oakland campus.

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance may be used solely for the student's own private use.

Teaching Surveys

Students in this class will be asked to complete a Student Opinion of Teaching Survey. Surveys will be sent via Pitt email and appear on your CourseWeb landing page during the last three weeks of class meeting days. Responses are confidential, and I do not see the results until after final grades are posted. Please take time to thoughtfully respond; your feedback is important to me.

Assignment Summary

<i>Assignment</i>	<i>Deadline</i>	<i>Weight</i>
Participation & Learning Engagement	Weekly	20%
Capstone Job Blog	Varies	10%
Designing for Learning Proposal	Oct. 29	20%
Job Talk	Varies	20%
Capstone Case Study	Dec. 10	30%

Assignment Descriptions

Participation

Students are expected to complete all assigned readings prior to class and participate in course discussions. As graduate students, learners should think critically, participate actively, and engage willingly in order to enhance their own learning as well as the learning of others. In order to prepare for class, students should: (a) complete the assigned readings, (b) take notes on readings, and (c) determine the main themes/topics within the readings, as well as areas where they have questions or need additional clarity. Participation requires your presence in class. If you miss more than one class meeting, you will not receive a full participation grade. Thoughtful discussion requires the commitment of each student and contributes significantly to the success of our collective learning.

Active Learning Engagement

The ability to effectively facilitate discussions recurs throughout a number of ACPA/NASPA competencies. The purpose of this assignment is to hone your facilitation skills and allow you to practice navigating complex topics in student affairs. On most weeks, one active learning engagement team will be responsible for facilitating a class discussion from *Contested Issues in Students Affairs*. While it is necessary for facilitators to be well-versed in the contested issue being examined for the week, emphasis should be placed on deepening dialogue, incorporating peers' perspectives, and directing conversations toward educationally meaningful ends. In other words, the purpose of this assignment is not to demonstrate your mastery of the subject matter through a traditional lecture, but rather to demonstrate your mastery in guiding an educationally purposeful conversation. Facilitators must prepare an active learning engagement exercise that fosters this type of discussion. Facilitators are encouraged to incorporate current events from student affairs and higher education into their learning activities and discussions. More resources for active learning examples are located on CourseWeb. Facilitators should plan for 30-40 minutes of discussion/activity.

Capstone Job Blog

Thinking critically, developing curiosity, and gaining awareness of one's own strengths and areas for growth assist in developing skills necessary for reflective student affairs practice. The capstone job blog consists of several learning activities, due throughout the term, that allow you to reflect on your own experiences, integrate self-awareness into your practice as a student affairs educator, and review your personal learning and career experiences as you prepare for future career advancement. *Unless otherwise specified, hardcopies of blog posts are not required.* For blog posts, it may be helpful to first type into a Word document before copying and pasting into the web browser. **Please do not attach Word documents to the blog**, unless otherwise instructed. The blog will consist of the following components, each with their own deadlines:

1. Reassessment of Competencies

Thoughtful reflection is helpful in identifying and developing the skills and competencies necessary to be an effective student affairs educator. Thinking about your professional growth and development and utilizing the personal growth checklist located on CourseWeb as a guide, consider the following questions by writing and posting to your blog a cohesive 600-700 word response that covers:

- How have your skills and competencies developed in the past year through professional/internship experiences and through coursework?
- What competencies and skills do you identify as your strengths? How has your internship or current work role contributed to the development of those competencies?
- What competencies and skills have you identified as areas of improvement? How do you intend to further develop in these areas? What individuals can assist you with achieving your goals for growth in these areas?
- What ideal future job would you like to hold in the next five years? What skills and competencies are necessary for that position? How do you think your current competencies relate to this future goal?

2. Professional Interview

Social networks are increasingly important in higher education and student affairs. Learning the stories and professional paths that others have taken are, likewise, important as we think about and reflect upon our own aspirations and goals. The purpose of this portion of the capstone blog is provide you with exposure to a student affairs educator (who also serves as your capstone coach) who has considerable experience and expertise in the field. In an effort to build rapport and expand your network, you will sit down and learn about your capstone coach's professional journey by conducting an informational professional interview. To prepare for the interview each student should individually develop 4-5 questions related to your coach's professional journey and experiences. Planning ahead will also ensure that the time you spend in-person with your coach will be constructive.

You may conduct the interview individually or as a group. Coordinating with other members of your group, find a time that you can meet with your capstone coach in person. Please bear in mind that capstone coaches have busy schedules and you should be mindful of the time that they are opening in their schedules to us. Please remain flexible when scheduling. Only one person for your group should coordinate all communication regarding scheduling to avoid over-emailing.

During the interview, it would be a good idea to jot down some notes. After the interview, you will individually write a 500-word blog post about what you learned through the interview, what you found interesting about the coach's journey, and how you can make connections to your own future professional path in student affairs. In this post, focus more on making connections between what you learned in the interview to yourself or your own development. You should avoid merely restating the coach's professional journey.

3. Mock Job Application

For this part of the job blog, you will complete a mock job application for a position in higher education or student affairs. Using a college/university human resources website, *The Chronicle of Higher Education*, or www.higheredjobs.com, research available positions and select a job that seems attainable and is of genuine interest to you. To maximize the benefit of this part of the assignment, you should select a position for which you could realistically see yourself applying. After selecting a position, complete the following:

- Craft a one-page, single-spaced cover letter that highlights how your previous and current professional experiences have contributed to your development of competencies required of the position. *Attach this to your blog as a single, combined PDF or Word document with your resume. Also turn in a hardcopy during class.*
- Develop a two-page maximum current resume that details your accomplishments in your current and previous professional roles, relating to the NASPA/ACPA competencies as appropriate. *Attach this to your blog as a single, combined PDF or Word document with your cover letter. Also turn in a hardcopy during class.*
- Write a 300-word blog post that reflects on the following:
 - Why did you select this position? What was attractive about it?
 - How does the position's location or institution-type fit into your future goals? How long could you see yourself in this role? How might this position lead to your next?
 - Think about what questions an interview team might ask you if you were to get an interview. List five of those questions.
 - What three questions would you ask the interview team during an interview?
 - Provide a link to the position description.

Designing for Learning Proposal

Understanding how to design educational interventions that maximize student learning and development are a foundational skill within the core competencies for student affairs educators. For this assignment, you will select from several situations available on CourseWeb and develop a **6-8 page, double-spaced proposal** for an intervention based upon the facts of a situation you select. Successful proposals will be based in theory, follow APA style, utilize appropriate references from this course, and aptly detail the following:

- Background of the Situation (about ¾ page)
- Theoretical Foundations that Inform the Interventions (about 1½ pages)
- Description of the Proposed Intervention(s) (about 3 pages)
- Proposed Learning Outcomes for the Intervention(s) (about ½ page)
- Budget Estimates and Justification of Expenditures (about ¾ page)
- Timeline for Implementation (about ½ page)
- Potential Challenges (about ½ page)
- Overview of Assessment Plan Strategies (about ¾ page)
- Goal Matrices Appendix (does not count toward page limit)

Job Talk

Job talks are a typical hiring tool that many campuses utilize as part of their interview processes. As future MEd graduates who will soon be conducting job searches, this assignment allows you to build upon the content learned in this class as well as what you have learned during your time in the HEM program. During the final weeks of the course, you will develop and present an on-campus interview presentation based on a position you practiced applying to in your capstone blog. You will be provided with the presentation prompt two weeks before your scheduled presentation date. Job talks will last 15-20 minutes and will be followed by 5 minutes for questions from peers, capstone coaches, and the

instructor. Presenters need to practice and rehearse the timing of their talks with peers, colleagues, family, or friends before the date of their talk. For some presenters it may be useful to prepare a few brief notecards to ensure you stay on track with your main points. However, the reading of scripts verbatim is not permitted for this assignment.

Capstone Case Study

Having a firm understanding of the theoretical bases of the student affairs profession is essential in navigating the unpredictable waters of campus life. Case studies serve as a way to practice skillfully navigating these sometimes-uncertain waters by applying theory to practical situations. This assignment is designed to build upon the material reviewed in this course as well as throughout your learning in the HEM program. To successfully complete this assignment, it will be necessary to draw from multiple sources and readings from your previous courses. You will develop a **15-page, double-spaced analysis** of a case from student affairs practice. In developing this case, you will need to address the following:

- *APA Title Page*
- *Definition of the overarching problem of the case* (about 1 page)
- *Higher education environments, cultures, and stakeholders* (about 2 pages)
 - Describe environmental and cultural elements of the case by employing a theory relevant to the case.
 - Identify the key stakeholders.
- *Organizational and leadership issues* (about 2 pages)
 - What are the organizational, leadership, and management issues embedded in this case?
 - Discuss at least two theories or concepts that illuminate your understanding of the organization, leadership, and management issues you have identified.
- *Legal and ethical issues* (about 1 page)
 - Briefly identify what one or two legal issues you will need to discuss with legal counsel as well as what ethical principles of professional practice are relevant to this case.
- *Issues related to student development* (about 2 pages)
 - What are the developmental issues embedded in this case?
 - Discuss at least two theories or concepts that illuminate your understanding of the case and how these theories specifically relate to the issues you identified.
- *Diversity, equity, and inclusion issues* (about 1½ pages)
 - Identify and analyze the systems of oppression, discrimination, monoculturalism, and/or prejudice that are operating in this case.
- *Application* (about 5 pages)
 - Justify which issues and related theories/concepts described in earlier sections are most salient.
 - Present a **practical**, thorough, and detailed course of action that is based in theory and that considers both short and long-term goals.
 - Part of the course of action should include a creative educational or developmental intervention that resolves one or more aspects of the case. Although the intervention could be programmatic in nature, it should (a) be **practical** and realistic and (b) address anticipated learning outcomes, expected budget costs, assessment strategies, as well as other relevant details.
- *Conclusion* (about ½ page)
 - Summarize the paper by restating the purposeful rationale of the plan's intended outcomes and why the course of action described has the most utility for successfully resolving this case.
- *References*

Note on Capstone Coaches' Role

Capstone coaches are individuals currently working in student affairs and bring with their experience a wealth of wisdom from the field. These individuals regularly evaluate, recruit, and hire fulltime professionals within their units. Because a portion of this course prepares students for professional advancement, capstone coaches have agreed to provide additional feedback on resumes, cover letters, interview question responses, and job talks in an effort to aid in your professional development. In addition, capstone coaches have agreed to sit down with group members to conduct a professional interview about their own journeys in the field. In all, the goals of incorporating capstone coaches into the course are to broaden students' professional networks, to provide valuable coaching feedback to students just before they embark on their (first) job search, and to expose students to different career trajectories. Because of these goals, students may not be matched to coaches in their current functional area. Working with a capstone coach will be most beneficial if students approach the experience with an open mind and enthusiasm.

Team 1

Jill Harvey

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Team 4

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- John Goebel
- Brandon Hamm
- Matthew Hawley

ADMPS 2120: Capstone Seminar in Student Services Course Schedule

Each week, we will read a job essay, a contested issue, and chapters or articles related to the main unit topic. Some weeks, these readings will be related; other weeks they will not. Carefully review the assignments, scan the readings, and plan your time accordingly. In some instances, the assigned readings are relatively brief or readily comprehensible. In other instances, a richer understanding may require additional time for re-reading.

* indicates readings available on CourseWeb

Date	Course Topic	Readings Due	Assignments Due
Week 1: Aug. 27	Framing Practice	<i>Unit Topic Readings</i> <ul style="list-style-type: none"> ▪ Manning et al., Parts 1-2 <i>Job Essay</i> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 1 <i>Contested Issue</i> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 1 	
Sept. 3	LABOR DAY-NO CLASS		
Week 2: Sept. 10	Framing Practice	<i>Unit Topic Readings</i> <ul style="list-style-type: none"> ▪ Manning et al., Parts 3-4 <i>Job Essay</i> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 3 <i>Contested Issue</i> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 21 (John, Joel) 	<input type="checkbox"/> Reassessment Blog
Week 3: Sept. 17	Designing for Learning	<i>Unit Topic Readings</i> <ul style="list-style-type: none"> ▪ Strange & Banning, Chapters 1-3 <i>Job Essay</i> <ul style="list-style-type: none"> ▪ *Ardoin, Chapter 3 <i>Contested Issue</i> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, 19 (Katie, Gabi) 	
Week 4: Sept. 24	Designing for Learning	<i>Unit Topic Readings</i> <ul style="list-style-type: none"> ▪ Strange & Banning, Chapters 4, 6, 7 ▪ Review Strange & Banning Chapter 5 summary (pp. 185-6) <i>Job Essays</i> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 12 ▪ Holzweiss & Parrott, Chapter 9 <i>Contested Issue</i> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 10 (Devin, Rachel S.) 	<input type="checkbox"/> Professional Interview Blog

Week 5: Oct. 1	Leading	<p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ Kuk & Banning, Chapters 1-3, 10 <p>Prior to class, groups will select an additional two chapters from the list below to read and share with the class:</p> <ul style="list-style-type: none"> ▪ Chapters 4-5 ▪ Chapters 6-7 ▪ Chapters 8-9 <p><i>Contested Issue</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 24 (open) 	
Week 6: Oct. 8	Programming	<p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ *Cuyjet & Weiss, Program Planning and Implementation ▪ *Kuh et al., Chapter 1 <p><i>Job Essay</i></p> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 5 <p><i>Contested Issue</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 4 (open) 	<input type="checkbox"/> Mock Job Application Blog
Oct. 15	FALL BREAK-NO CLASS (<i>Monday classes meet on Tuesday</i>)		
Week 7: Oct. 16	Programming	<p>Guest Speaker: Melissa Warthen Associate Director, Pitt First Year Experience</p> <p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ *Kuh et al., Chapters 9, 11-12 <p><i>Job Essay</i></p> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 11 <p><i>Contested Issue</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 9 (Jen, Clare) 	
Week 8: Oct. 22	Supervising	<p>Guest Speaker: Jill Harvey Associate Director, Pitt Swanson School of Engineering</p> <p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 22 ▪ Schuh et al., Chapter 25 ▪ *Davenport, Chapter 19 <p><i>Recommended:</i></p> <ul style="list-style-type: none"> ▪ *Shupp et al., Inclusive supervision in student affairs <p><i>Job Essays</i></p> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 4 ▪ Holzweiss & Parrott, Chapter 12 	

Week 9: Oct. 29	Advising	<p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ Schuh et al., Chapter 28 ▪ * Dunkel et al., Chapter 4 <p><i>Job Essay</i></p> <ul style="list-style-type: none"> ▪ *Select and read an essay of your choice from <i>Job 2.0</i> on CourseWeb <p><i>Contested Issue</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 6 (Brian, Maria) 	<input type="checkbox"/> Designing for Learning Proposal
Week 10: Nov. 5	Budgeting	<p>Guest Speaker: Brian Hamluk, EdD Director of Administration, Pitt Student Affairs</p> <p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ Schuh et al., Chapter 18 ▪ *Barr, Chapter 25 ▪ *Dunkel et al., Chapter 8 <p><i>Job Essay</i></p> <ul style="list-style-type: none"> ▪ Holzweiss & Parrott, Chapter 8 <p><i>Contested Issue</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 5 (Ryan, Matt) 	
Week 11: Nov. 12	Managing Risk	<p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ Schuh et al., Chapter 29 ▪ *Dunkel et al., Chapter 9 ▪ *Lowery, Chapter 26 <p><i>Job Essay</i></p> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 7 <p><i>Contested Issue</i></p> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 17 (Kouryn, Rachel P.) 	
Week 12: Nov. 19	Employing Social Justice	<p><i>Unit Topic Readings</i></p> <ul style="list-style-type: none"> ▪ *Watt, Chapter 5 ▪ *Weigand & LePeau, Chapter 6 <p><i>Recommended:</i></p> <ul style="list-style-type: none"> ▪ *Petryk et al., Training student staff for multicultural competence <p><i>Job Essay</i></p> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 9 <p><i>Contested Issue</i></p>	

		<ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 13 (Tyler, Annemarie) 	
Week 13: Nov. 26	Professional Development	<i>Job Essay</i> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 2 <i>Contested Issue</i> <ul style="list-style-type: none"> ▪ Magolda & Baxter-Magolda, Chapter 23 (Brandon, Eric) 	<input type="checkbox"/> Job Talks Teams 1, 2
Week 14: Dec. 3	Professional Development	<i>Job Essay</i> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 10 	<input type="checkbox"/> Job Talks Teams 3, 4
Week 15: Dec. 10	Professional Development	<i>Job Essay</i> <ul style="list-style-type: none"> ▪ Amey & Reesor, Chapter 13 	<input type="checkbox"/> Job Talks Teams 5, 6 <input type="checkbox"/> Case Study