

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

Department of Administrative and Policy Studies

ADMPS 2052: MEd Internship in Higher Education

Fall 2018 | Mondays 7:15pm-9:55pm | WWPH 5405

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 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 a practicum experience for MEd students in the higher education management program with an interest in a career in higher education or student affairs. The course is unique in that students are required to be interning at an institution of higher education while enrolled. Through the internship experience, an on-site supervisor provides learning opportunities to students, while the instructor enhances the experience through weekly activities and course assignments. The course is also designed to introduce students to higher education and student affairs including the foundational knowledge, history, and philosophy of the field as well as core competencies required of higher education professionals. The practical experience of the internship combined with the academic enrichment of the course will help students develop the professional skills necessary for a fruitful career in higher education or student affairs.

Learning Outcomes

1. To develop a foundational understanding of higher education and student affairs
2. To apply classroom learning, research, and scholarship to a practical experience
3. To develop the basic skills necessary for a successful career in higher education or student affairs
4. To develop core competencies utilized by higher education and student affairs professionals
5. To develop a deeper understanding of at least one functional area in a college or university
6. To learn about diverse college students and their changing needs and attitudes
7. To learn how to advise and support today's college students
8. To develop awareness of issues related to equity, diversity, and inclusion
9. To become aware of one's own strengths and areas for growth
10. To think critically, develop curiosity, and become a reflective and ethical practitioner

Intern Expectations

- Complete a minimum of 300 hours in order to receive credit for the course
- Work 6-10 hours per week, at least 2-3 days per week
- Complete hours on site, at the internship location
- Track all hours and activities completed through hour log template located on CourseWeb
- Meet with site supervisor biweekly
- Communicate with site supervisor about course requirements

Student Expectations

- Attend each class and exhibit a sense of responsibility for our individual and collective learning by actively participating each session
- Be prepared to engage in conversation about weekly readings and to discuss internship activities each session, including challenges posed by internship experience
- Complete assignments by deadlines

Required Materials

Bolman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Holzweiss, P. C., & Parrott, K. P. (Eds.) (2017). *Careers in student affairs: A holistic guide to professional development in higher education*. Washington, D.C.: NASPA –Student Affairs Administrators in Higher Education.

Quaye, S. J., & Harper, S. R. (Eds.) (2015). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations*. (2nd ed.). New York, NY: Routledge.

Schuh, J. H., Jones, S. R., & Torres, V. (2017). *Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass.

Recommended:

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

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. Attendance at the internship site is also essential. Requests for excused absences from internship hours should be handled professionally and reported directly to the site supervisor.

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 course. 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(s)</i>	<i>Weight</i>
Participation	Weekly	15%
Learning Contract, Evaluation, Hour Log	Learning Contract: Sept. 10 Evaluation and Hours: Dec. 10	10% (C/NC)*
Reflection Blog	Part A: Oct. 9 Part B: Dec. 10	25%
Functional Area Online Presentation	Oct. 16	15%
Diversity Initiative Proposal	Nov. 26	20%
Student Engagement HEd Talk	Varies	15%

**These assignments are worth a cumulative 10% of the final grade and are evaluated as complete/not complete.*

Assignment Descriptions

Participation

Each week, students should be prepared to report on their experiences at their internship site and discuss various observations and reflections as they pertain to the course readings and their professional development. 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, (c) determine the main themes/topics within the readings, as well as areas where they have questions or need additional clarity, and (d) **bring two questions for discussion** that can stimulate complex thinking and relate to multiple readings. These questions will be used differently throughout the term. However, not all discussion questions will be used each week. Nevertheless, preparing thoughtful discussion questions that stimulate creative and complex thinking is one of the ways in which meaningful preparation for class discussion can occur. Thoughtful discussion requires the commitment of each student and contributes significantly to the success of our collective learning. Participation requires your presence in class. If you miss more than one class meeting, you will not receive a full participation grade.

Learning Contract

The learning contract serves as a plan to set tangible goals and track progress of those goals through practical experiences. Each intern must develop the contract in consultation with their on-site supervisor in order to develop a clear vision for the experience. Both intern and on-site supervisors must sign the contract before it is submitted to the instructor for review. Organizing the learning contract with APA headers is highly encouraged. The learning contract must be **4 pages, double-spaced** and should address the following areas:

- Describe the internship site, including campus, office, and functional area
- Discuss rationale for selecting the site (connection to career goals)
- List measurable goals for the internship experience (bullets are acceptable here)
- Describe measurable learning outcomes expected from internship experience and how the experience will help in reaching those outcomes (refer to the ACPA/NASPA competencies as you and your supervisor consider potential learning outcomes)
- List intern's expectations of on-site supervisor (bullets are acceptable here)
- Outline how intern will be evaluated throughout the experience
- Signatures intern and the supervisor (the copy uploaded to CourseWeb does not need to have the signatures; the hardcopy turned in during class will need the signatures)

Reflection Blog

Reflection serves as an opportunity to bolster self-awareness and what essential skills and competencies as they relate to experiences within the internship site. This blog is intended to provide you with the opportunity to practice the skills related to introspection as you develop your ability to engage in your internship as a reflective practitioner. This reflection blog also allows for thoughtful consideration and exploration of experiences encountered while engaged in the internship. It might be helpful to think of these reflections as one way to process internship experiences, while simultaneously preparing a toolkit for future professional practice. In considering each reflection, what information are you placing into your higher education toolkit that you may draw upon in the future? In what ways can competencies be further developed? How do these experiences advance your understanding of theory contained in the weekly readings? These blogs are designed to allow for the maturation of your ideas throughout the term. Please remember that the point of the blog is to

stimulate your reflection and meaning making of internship experiences and progress toward goals. Blogs will be least beneficial to you if they merely report and summarize internship activities. 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. As always, follow APA style. Please note that there are suggested due dates for blog posts in the course schedule as a way to help you manage the work in this class over the course of the term. However, please note this reflection blog will be graded in two parts; the deadlines for Parts A and B have been bolded in the syllabus and are not suggested deadlines.

Part A (Posts 1-3)

Post 1: Self-Assessment and Master Resume Draft

An important part of professional and personal effectiveness in the field of higher education and student affairs is related to the ability to assess your own knowledge, skills, and attitudes. In order to facilitate this process, students are expected to achieve an accurate self-concept of the skills and competencies necessary to be successful in the future. It is important to conduct a self-assessment early in your career and to develop thoughtful and intentional plans about how to develop, both professionally and personally, within the MEd program. While this assignment should be written in the first person, it must incorporate relevant literature and readings from the course. This will help you practice using research and scholarly articles to support your argument.

1. Complete the personal growth checklist located on CourseWeb. Examine it for patterns and or trends. This is a tool intended to stimulate your thinking, and it is not required to be turned in as part of the assignment.
2. Write a blog post that is 800-1000 words that covers the following:
 - Your personal motivations for seeking a career in higher education/student affairs
 - Your tentative long-term goals (where do you see yourself in ten years?)
 - Use the checklist to identify and discuss some of your strengths; discuss how you can use these strengths in your internship
 - Use the checklist to identify and discuss some of the areas where the MEd program can help you develop; discuss how you can develop these skills in your internship
3. In addition, post a draft of your master resume as an attachment and **also turn in a hardcopy**. Developing a concise and persuasive resume is an important aspect of professional development that will be used throughout the job search process. Students must create a master resume of their experiences that will be updated regularly throughout their time in the program. There is no length limit to your master resume. You will want an exhaustive accounting of your relevant professional experiences. The purpose of this resume is to serve as your professional memory for the future so that you may draw from it when crafting a resume for a specific job. Please note that you will receive feedback on the resume and post a revision later in the term.

Posts 2 and 3: Open Reflections

Develop a 400-500 word blog post on a topic of your choosing. The topics for these open reflections should come from the following list. As you reflect and write your blog posts, you should make connections between internship experiences and course readings.

- A challenging work experience you want to process
- A rewarding work experience you wish to analyze and build upon
- A professional development experience you participated in
- A conversation you had with a colleague or student at the internship
- A new idea, program, or concept you want to explore further

- An idea about enhancing equity, diversity, multiculturalism, and inclusion
- How the readings inform your personal, academic, or professional goals
- An observation you made that is connected to topics covered in the course
- What the transition to graduate education and internship life been like
- Practical knowledge that you intend to place in your toolkit for future work
- Take a digital picture of a campus artifact and interpret its symbolic meaning and representation of the institution's or internship site's culture

Part B

Post 4: Values Statement

Craft a 750-word values statement about working in higher education or student affairs. In developing your professional values statement, refer to the foundational documents undergirding the profession. This portion of the assignment should explain your point of view, describe your foundational values, and relate your values to course readings as well as your vision of a higher education professional or a student affairs educator. Take time to explain how your philosophy affirms or refutes ideas presented in course readings and how your internship experience so far has shaped your philosophy. In this part of the assignment, remain focused on explicating the core values that guide your practice, while making connections to the class discussions and course readings. Sample values statement blog posts are located on CourseWeb.

Post 5: Professional Social Network Analysis and Master Resume Revision

This blog post contains two parts:

1. Social networks are increasingly important to career advancement, developing collaborative partnerships, and positively contributing to the field of higher education. For this portion of the assignment, you are tasked with reflecting upon your professional network as it relates to higher education. Quite simply, you will diagram your relationships within your higher education professional network. To do this, first develop a central goal around which your professional network might assist. For example, your central goal may be to search for your next job opportunity or simply to clarify your career goals. Next, list six to eight individuals within your professional network who might assist you in achieving your central goal. Then, create a bulleted list about these individuals that reflects upon the strength of the relationship, what you can learn from the individual, and how you can open the door to enhance that relationship. Due to the personal nature of this aspect of the assignment, you may use pseudonyms, initials, or only first names in listing individuals in your network; name individuals in the manner with which you feel most comfortable. While text is inevitably a part of this portion of the blog post, you are encouraged to use creativity in your representation of your network diagram by posting visuals, images, charts, etc.
2. Using the feedback received earlier in the term, post as an attachment on the blog **and also turn in a hardcopy** an updated version of your master resume.

Post 6: Internship Learning Summary

With the internship concluding for the course, revisit your learning contract. As you consider what you achieved this term through your internship, prepare a 500-word summary that details the following:

- Overview of major tasks and projects accomplished
- Evaluation of how goals were met (or were not met)
- Evaluation of how each learning outcomes were met (or not met)
- Summary of overall internship experience and main takeaways of the experience
- Goals for the next term

Functional Area Online Presentation

Students are expected to have a broad understanding of the common functional areas found on college and university campuses. This will help students recognize potential collaborations with other areas and help them explore potential job opportunities upon graduation. Teams of 3-4 students will be responsible for reporting to the class about one functional area as defined by the Council for the Advancement of Standards in Higher Education (CAS). In doing this, they will help all students learn about the various functions and processes of higher education. On the first week of class, pre-assigned teams will select a functional area from Schuh et al., Chapter 17, which outlines the CAS functional areas.

Information for this assignment will come from various sources including campus websites, course texts, scholarly articles, and national association websites. Students must also collect information from CAS. To complete this assignment, each student must interview either in-person or over the phone (not email) one professional who works within the assigned functional area. Two of these professionals must work in different types of institutions (e.g., small private institution, large community college). Each team will make a 10-15 minute online presentation with voice or video narration that utilizes PowerPoint, Keynote, Prezi, Biteable, YouTube, or another accessible digital technology that can be easily made available to classmates. Creativity and ingenuity are encouraged in this assignment. For instance, what would your presentation look like if it were a segment on a late night student affairs talk show or a special story on a weekly podcast? All students will be responsible for viewing each team's presentation by the deadline in the course schedule. The presentation should include the following information:

- Scope of the functional area
 - What does this functional area do?
- Purpose and goals of the functional area
 - Why does this functional area do what it does?
- Location and reporting structure of the functional area
 - Organizationally, where is this functional area located?
- Nature of student interaction and role of functional area in students' lives
- History of the functional area
 - When did this functional area come into existence?
- Calendar cycles related to the functional area
 - Which periods have higher workloads and how are those times handled among staff?
 - What does the worst day in this office look like? The best day? Why?
- Staff performance in this functional area
 - How are competencies assessed within this type of unit? Provide vivid examples obtained through the interviews.
 - What does the best performer in this office look like and why?
- Professional association(s) related or relevant to this functional area
- A list of APA references used or this project

The teams for the functional area presentation have been randomly pre-determined:

Team 1: Frisbie, Ayala, Kenney
Team 2: Gogola, Brown, Kuo, Perish
Team 3: McBean, Mills, Haight
Team 4: Reffuge, Clark, Swogger
Team 5: Benfer, Deemer, Leshner

Team 6: Young, Herrmann, Roberts
Team 7: Perelstine, Kowalok, Ehlis
Team 8: Payne, Kaiser, Williams
Team 9: Cregan, Castello, Li, Passione

College Student Engagement HEd Talks

Higher education and student affairs professionals are expected to be familiar with and advocate for all students. With the demographics of the country changing, the population of college students is becoming increasingly diverse. This assignment is intended to familiarize students with diverse populations on college campuses and identify strategies to advise, support, and engage broader populations of students in ways that result in equitable educational outcomes. Each student will be responsible for learning about one population and preparing a presentation to inform the class of this population. Students will become experts on their topic by conducting research through reputable sources. Information for this assignment should primarily come from scholarly articles, higher education textbooks (*Student Engagement in Higher Education*), higher education news sources (e.g. *Chronicle of Higher Education*), and advocacy group/policy organization websites.

Each student will deliver a 10-minute HEd Talk about their selected college student population on the designated class session during the term. A HEd Talk will be well-formed, creative, and engaging. PowerPoint slides are not required; presenters would do well to ask themselves if slides will clarify (rather than confuse or complicate) information for the audience. If slides will enhance the presentation, they should remain as simple as possible. This means using images or photos on slides in order to help the audience remember your point, focusing on graphs or infographics that are easily understood, and keeping to one idea per slide by using as little text as possible (i.e., no bulleted lists). In addition, do not read a script verbatim; however, note cards can be used to help keep your main points on track. To keep on strict time limit, you will need to rehearse your presentation several times. Ask a peer, colleague, friend, or family member to assist you with timing and rehearsing your talk. As higher education professionals, it is important to clearly, succinctly, articulately, and persuasively communicate well-formed ideas and points about social justice topics. More resources on how to formulate a convincing HEd Talk are on CourseWeb. After each talk, there will be a few minutes for questions. The presentation should include the following information:

- Characteristics of the population (including preferred terms used to identify the population)
- Developmental models used to study this population (if applicable)
- Brief history of this population in higher education (but be careful not to make this a history presentation)
- Present understanding of this population in higher education
- Future of this population in higher education
- Unique needs, challenges, and opportunities facing this population
- Description of recent and inventive initiatives or efforts institutions have undertaken to encourage student success for this population
- List of 6-8 references used for assignment

Diversity Initiative Proposal

All higher education/student affairs professionals should be concerned about addressing issues of diversity and equity on campus and within their functional area. While working at your internship site, you should be observing, analyzing, and thinking critically about the ways in which your office addresses issues of equity, diversity, inclusion and social justice. In order to further stimulate thinking in these areas, students will develop a diversity initiative for their internship site. The project must focus on at least one social identity (i.e., race, gender, sexual orientation, religion, nationality, ability, etc.). Readings from this course as well as other scholarly sources that you find through library research should ground your proposal. In other words, the readings and scholarly articles should inform the suggestions that you make within the proposal. In this way, the decisions and points you make in the proposal are supported and justified by theory, literature, and research.

Students are required to submit a proposal that follows APA style, is **6-8 double-spaced pages**, and includes the following:

- Background to the problem (why are you proposing this initiative?)
- Review of the literature related the population/social identity you are focusing on
- Overview of proposed initiative
- Goals of proposed initiative
- Learning outcomes related to proposed initiative
- Budget and resources needed to implement the initiative
- Plan for evaluating the effectiveness of the project
- Potential challenges of proposing this initiative

Evaluation from Supervisor

Supervisors are required to submit an evaluation of their intern's performance based on the learning contract, goals and objectives, and expectations established. The instructor will provide the site supervisor with a formal evaluation in the final two weeks of the term and the student should communicate with the supervisor to ensure that is completed. Supervisors will be asked to provide responses addressing the following areas:

- To what extent did the student fulfill basic work commitments such as hours worked, professionalism, collegiality, etc.?
- To what extent did the student fulfill the goals established in the learning contract?
- To what extent did the student fulfill the learning outcomes established in the learning contract?
- What are the student's strengths and areas for growth?
- What are your goals and expected learning outcomes for the intern for the spring term?

Hour Log

All students must complete 300 supervised internship hours. In order to receive credit for this course, students must submit an internship hour log reflecting hours and tasks completed. The log must be signed by the site supervisor in order to receive credit. If the student does not complete the required 300 hours during the fall term, a grade "I" grade will be assigned, indicating that the course is in progress. Once the hour log is submitted to reflect the 300 required hours, the "I" grade will be changed.

ADMPS 2052: MEd Internship in Higher Education Course Schedule

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	Topic	Readings Due	Assignments Due
Week 1: Aug. 27	Introductions, expectations, and course overview	<ul style="list-style-type: none"> ▪ *Ardoin (2014). Chapter 8: Self-reflection. ▪ *Blimling & Whitt (1999). Identifying principles that guide student affairs practice. ▪ *Creamer & Winston (2002). Foundations of the supervised practice experience. ▪ *Nottingham (1998). Using self-reflection for personal and professional development in student affairs. 	
Sept. 3	LABOR DAY-NO CLASS		
Week 2: Sept. 10	Foundations, Functions, and Structures	<ul style="list-style-type: none"> ▪ Schuh et al., Chapters 2, 3, 16 ▪ *<i>Learning Reconsidered 2</i> ▪ *NASPA/ACPA Competencies <p>Select one grouping of readings based on your role as a new or continuing professional: <i>For Continuing Professionals</i></p> <ul style="list-style-type: none"> ▪ Bolman & Gallos, Chapters 1-3 <p><i>For New Professionals</i></p> <ul style="list-style-type: none"> ▪ Holzweiss & Parrott, Chapter 1 ▪ *Ardoin (2014), Chapter 2: New professionals. ▪ *<i>Inside Higher Ed</i> Packet 	<input type="checkbox"/> Learning Contract <input type="checkbox"/> <i>Suggested:</i> Blog Post 1
Week 3: Sept. 17	Foundations, Functions, and Structures	<ul style="list-style-type: none"> ▪ Schuh et al., Chapters 4, 5 ▪ *Schein (2017), Chapter 2: The Structure of Culture 	
Week 4: Sept. 24	Personal and Ethical Foundations	<p>Select one grouping of readings based on your role as a new or continuing professional: <i>For Continuing Professionals</i></p> <ul style="list-style-type: none"> ▪ Bolman & Gallos, Chapters 4-7 <p><i>For New Professionals</i></p> <ul style="list-style-type: none"> ▪ Holzweiss & Parrott, Chapters 5, 6, 12 ▪ *Jackson (2016). Reflections on a life and career in student affairs. 	<input type="checkbox"/> <i>Suggested:</i> Blog Post 2
Week 5: Oct. 1	Personal and Ethical Foundations	<ul style="list-style-type: none"> ▪ Schuh et al., Chapter 6, 22 ▪ Holzweiss & Parrott, Chapters 3, 7 	<input type="checkbox"/> <i>Suggested:</i> Blog Post 3

Week 6: Oct. 9	Advising and Supporting	<ul style="list-style-type: none"> ▪ Harper & Quaye, Chapter 1 ▪ *Kuh (2009). What every student affairs professional needs to know about student engagement. ▪ *Schuster (2017). Summary of foundational concepts. 	<input type="checkbox"/> Blog Part A <input type="checkbox"/> <i>Student Engagement HEd Talks begin and run through Dec. 3.</i>
Oct. 15	FALL BREAK-NO CLASS (Monday classes meet on Tuesday)		
Week 7: Oct. 16	Advising and Supporting	<ul style="list-style-type: none"> ▪ Schuh et al., Chapter 15 ▪ *Brazzell & Reisser (1999). Creating inclusive communities. ▪ *Seemiller & Grace (2017). Generation Z: Education and engaging the next generation of students. 	<input type="checkbox"/> Functional Area Online Presentation
Week 8: Oct. 22	NO CLASS <input type="checkbox"/> View peers' functional area online presentations and complete functional area worksheet.		
Week 9: Oct. 29	Advising and Supporting	<ul style="list-style-type: none"> ▪ Schuh et al., Chapters 26, 27, 30 	
Week 10: Nov. 5	Advising and Supporting	<p>Select one group of readings from the topics below as they relate to either your current internship experience and professional interests:</p> <p><i>Academic Advising</i></p> <ul style="list-style-type: none"> ▪ *Kuh (2008). Advising for student success. ▪ *Clark & Kalionzes (2008). Advising students of color and international students. ▪ *Light (2001). Good mentoring and advising. <p><i>Campus Activities</i></p> <ul style="list-style-type: none"> ▪ *Dugan (2013). Patterns in group involvement experiences during college: Identifying taxonomy. ▪ *Haber-Curran (2013). The delicate balancing act: Challenges and successes facing college student women in formal leadership roles. ▪ *Jayakumar & Comeaux (2016). The cultural cover-up of college athletics: How organizational culture perpetuates an unrealistic and idealized balancing act. <p><i>Campus Equity, Diversity, and Inclusion</i></p> <ul style="list-style-type: none"> ▪ *DiRamio et al. (2008). From combat to campus: Voices of student-veterans. ▪ *Munoz (2013). "I just can't stand being like this anymore": Dilemmas, stressors, and motivators for undocumented Mexican women in higher education. ▪ *Nicolazzo (2016). The resilience, resistance, and kinship-building of trans* college students. 	

		<p><i>Housing and Residential Life</i></p> <ul style="list-style-type: none"> ▪ *Erb et al. (2014). The importance of college roommate relationships: A review and systemic conceptualization. ▪ *Harper et al. (2005). A theoretical model to explain the overrepresentation of college men among campus judicial offenders: Implications for campus administrators. ▪ *Inkelas et al. (2011). Undergraduate living-learning programs and first-generation college students' academic and social transition to college. <p><i>First-Year Student Transition</i></p> <ul style="list-style-type: none"> ▪ *Azmitia et al. (2013). Finding your niche: Identity and emotional support in emerging adults' adjustment to the transition to college. ▪ *Carter et al. (2013). From when and where I enter: Theoretical and empirical considerations of minority students' transition to college. ▪ *Palmer et al. (2009). Betwixt spaces: Student accounts of turning point experiences in the first-year transition. 	
Week 11: Nov. 12	Social Justice and Inclusion	<ul style="list-style-type: none"> ▪ Schuh et al., Chapter 23 ▪ *Edwards (2006). Aspiring social justice ally identity development: A conceptual model. ▪ *Griffin (2012). I am an angry black woman: Black feminist autoethnography, voice, and resistance. ▪ *Watt (2007). Difficult dialogues, privilege, and social justice. 	<input type="checkbox"/> <i>Suggested:</i> Blog Post 4
Week 12: Nov. 19	Social Justice and Inclusion	<ul style="list-style-type: none"> ▪ *Garcia et al. (2011). When parties become racialized: Deconstructing racially themed parties. ▪ *Park (2011). Why is it so challenging for collegians and student affairs educators to talk about race? ▪ *Solorzano et al. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. ▪ *Sue & Constantine (2007). Racial microaggressions as instigators of difficult dialogues on race. 	
Week 13: Nov. 26	Personal and Ethical Foundations	<ul style="list-style-type: none"> ▪ Bolman & Gallos, Chapters 8-11 	<input type="checkbox"/> <i>Suggested:</i> Blog Post 5
Week 14: Dec. 3	Personal and Ethical Foundations	<ul style="list-style-type: none"> ▪ Holzweiss & Parrott, Chapter 4 ▪ *Ardoin (2014), Chapter 6: Professional development and Chapter 7: Networking 	<input type="checkbox"/> Diversity Initiative Proposal <input type="checkbox"/> <i>Suggested:</i> Blog Post 6

Week 15: Dec. 10	Conclusions and Future Directions	▪ Schuh et al., Chapters 32-33	<input type="checkbox"/> Blog Part B <input type="checkbox"/> Evaluation and Hour Log
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