Pitt Education
Administrative and Policy Studies
Higher Education Management

ADMPS 2120: Capstone Seminar in Student Services
Fall 2019 | Mondays 4:30–7:10pm | 4318 Posvar Hall

Instructor

Max Schuster, PhD

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Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.
Office Hours: My office hours are on Thursdays from 12-2p and by appointment. 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 phone, 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 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.

Ardoin, S. (2014). *The strategic guide to shaping your student affairs career.* Sterling, VA: Stylus. **[available via PittCat]**

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

Magolda, P. M., Baxter Magolda, M. B., & Carducci, R. (Eds.) (2019). *Contested issues in troubled times: Student affairs dialogues on equity, civility, and safety*. Sterling, VA: Stylus. **[available via PittCat]**

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. **[available via PittCat]**

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

Scott, K. (2017). *Radical candor: Be a kick-ass boss without losing your humanity*. New York, NY: St. Martin's Press.

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

Select one book listed below to review for the Book Review assignment:
Gagliardi, J. S. et al. (Eds.) (2018). *The analytics revolution in higher education: Big data, organizational learning, and student success*. Sterling, VA: Stylus. **[available via PittCat]**

Jenkins, T. S. et al. (Eds.) (2017). *Open mic night: Campus programs that champion college student voice and engagement*. Sterling, VA: Stylus. **[available via PittCat]**

Reece, B. J. et al. (Eds.) (2019). *Debunking the myth of job fit in higher education and student affairs*. Sterling, VA: Stylus. **[available via PittCat]**

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. 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 turn in a **hardcopy** of the assignment.*

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

Assignment	Deadline	Weight
Participation & Learning Facilitation	Weekly	15%
Capstone Job Prep Portfolio	Sept. 9, 16, 23	15%
Designing for Learning Proposal	Oct. 7	15%
Job Talk	Nov. 4, 11, or 18	20%
Book Review	Dec. 9	15%
Capstone Case Study	Dec. 9	20%

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 if 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 Facilitation
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 Troubled Times*. 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 students affairs and higher education into their learning activities and discussions. More resources for active learning examples are located on CourseWeb. Facilitators should plan for 45 minutes of discussion/activity.

Job Prep Portfolio
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 prep portfolio 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. The portfolio 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 reflection 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 job prep portfolio 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 reflection essay 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 essay, 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 prep portfolio, 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.
- 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.
- Write a 300-400-word essay that considers 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.
- Provide an electronic copy of your resume, cover letter, and reflection to your capstone coach by the deadline, so that you can receive an additional layer of feedback.

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. Around the middle 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 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.

Slides are required in the form of Key Note, Prezi, PowerPoint, etc. Please note that if you are using software other than PowerPoint, you are responsible for bringing your own technology (i.e. Mac laptop, appropriate adapters, etc.). Also pay attention to the following reminders:

- **Timing**. Talks should last around 15 minutes (+/- a minute or two). At the end of the talk, there will be time for a few questions and comments from the audience. Remember that your capstone coach is going to attend the evening as well.
- **Practice**. Practice is necessary. Regardless of your level of comfort with public speaking, you will need to practice the talk in order to ensure its timing as well as your delivery.
- **Visuals**. Visuals should be used in a way to enhance the presentation. Please email me your presentation file by 11am the day of your talk so that I can have them preloaded.
- **Anticipating Needs**. 15 minutes will go be quickly. Therefore, you need to be diligent about your use of time and visuals. Expect to spend about 2-4 minutes per slide. If you are expecting a certain question from the audience but do not have space to cover the nuance of that item in the presentation, you might find it useful to have some slides at the end of your presentation that answer possible anticipated questions. This demonstrates to your audience an added level of preparation.
- **"Unscripted."** While notecards or an outline is advisable to help you keep on track with your main points, avoid reading a script verbatim.
- **Order of Talks**. The talks will proceed in the order of student names listed on the syllabus capstone coach team section.
- **Attire**. Dressing in interview attire is not required. However, you may find that it is helpful in terms of making the experience feel more authentic or formal, which may impact the delivery of your talk.
- **References.** You should draw from course resources, texts from the program, your own research, etc. to inform the talk. As always, cite ideas that are not your own in the presentation via an in-text parenthetical. A reference slide should be included but does not have to be reviewed. This is a good inclusion in case the audience has questions. It also allows me to check accuracy of sources for grading.
- **Final Reminder**. Avoid phrases like, "If this were a real job talk," or "In this simulation, I would suggest…" Treat this as if you were delivering a job talk for the position you applied.

If you have concerns about the mock job application and job talk assignment, please see me on or before the first night of class to review a possible alternative assignment.

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 (excluding title page, reference list, and appendices)** 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:
- Title Page (does not count toward page limit)
- Background of the Situation (about ¾ page)
  - The background of the situation should be more than just repeating the situation facts. While these are necessary as a point of departure, additionally consider what inferences you make about the scenario. In each of these scenarios, you are a new staff member. Therefore, you'll have to rely on your intuition of personal theories in order to offer some implications of the situation. State what you perceive these to be matter-of-factly as opposed to situating it as a best guess.
- 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)
- References (does not count toward page limit)
- Goal Matrices Appendix (does not count toward page limit): You will need to have several goal matrices as appendices, not just one matrix. I would suspect that at minimum you will have two matrices and at maximum you would have four matrices. If you have less than two or more than four, reconsider how objectives and goals are delineated and find ways to expand or condense what you outline in your various strategies. As will be explained in class, you will develop the institutional goal, division goal, objectives/strategies, and measurements. Evaluations and outcomes should still appear in the template, but this will be blank because the intervention was not implemented.

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* (does not count toward page minimum)
- *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 justice* (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.

- o 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)
    - o 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* (does not count toward page minimum)

Contemporary Knowledge Book Review

A critical aspect of professional practice as a student affairs educator involves staying current not only with new programming trends in the field, but also with new knowledge and scholarship being produced. Staying abreast to new knowledge supports the development of critical perspectives, has strong potential to reinvigorate practices, and translates theory to practice. For this assignment, you will work individually or with one partner in the class of your choosing to read, analyze, and report on a recent title related to cutting-edge knowledge in higher education and student affairs. You must select one book from the list below to read:

Reece, B. J. et al. (Eds.) (2019). *Debunking the myth of job fit in higher education and student affairs*. Sterling, VA: Stylus. **[available via PittCat]**

Jenkins, T. S. et al. (Eds.) (2017). *Open mic night: Campus programs that champion college student voice and engagement*. Sterling, VA: Stylus. **[available via PittCat]**

Gagliardi, J. S. et al. (Eds.) (2018). *The analytics revolution in higher education: Big data, organizational learning, and student success*. Sterling, VA: Stylus. **[available via PittCat]**

After having read one of the books from the list, you will write or produce a book review. Some important points to keep in mind about developing a book review.
- A book review not only informs a reader what the book is about, but it also tells the reader whether the books achieves what it is trying to do. The book review is more than a summary of content (although this is a strong component of the review), but also a critical analysis of the text and your reactions to it.
- It might be helpful to take notes as you read. Some areas questions to have as you read might include: What are the authors' main goals in writing this book? What are the authors' main points? What evidence is presented to convince you of these points (e.g. survey results, testimonial stories, etc.)? What are your reactions as you read? Are there any points you relate to particularly strongly or points that you dispute?
- A book review can include your personal opinion of the text. As you do this, you must go beyond merely saying the text is interesting or important. What else can you say about the text? For example, can you find examples that relate to your practice or to recent conversations you've been having in the field?
- Be consistent with tenses. In general, use present tense when you are dealing with the author and the book itself, and past tense when you discuss what the author is describing.
- Avoid one-sentence paragraphs. Also, your paragraphs should generally be no longer than three quarters of a page.
- Avoid quoting the text unless absolutely necessary.

While most book reviews are written and published in periodicals or serial journals, technology continues to change the way in which we communicate. Therefore, you may craft your book review using one of two mediums:

Option 1: You may write a 6-page original review of the text (excluding title page, any reference page, etc.) that closely adheres to APA style (double-spaced, 12-point font, etc.). A suggested format for the paper is listed below:

1. Introduction (about ¾ of a page) that explains a brief overview of the theme and purpose of the text
2. Summary of the content (about 3 pages) that highlights the key points of each chapter or group of chapters, paraphrasing information in a clear and succinct manner.
3. Evaluation and conclusion (about 2 pages) that brings together the strengths and weaknesses of the text as well as your opinions and responses to it.

A sample written book review is located on CourseWeb as a reference.

Option 2: Alternatively, you may create an audio or video review of the text that might be featured on a fictious student affairs podcast or talk show. If pursuing this option, your media should be carefully edited and 12-15 minutes in length (this is about the same length of a 6-page paper, where each page of written text read aloud would take about 2 minutes). Please note that even though there is not written component to this option, you will need to craft storyboards, scripts, and/or talking points as you prepare to record. You will also probably need to do a couple of takes and work to edit segments together to form a cohesive presentation.

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	Team 2
Jill Harvey (jgh7@pitt.edu)	**Mary Utter, PhD** (mutter@chatham.edu)
Associate Director & Coordinator of Advising	*Assistant Dean of Students*
Pitt Swanson School of Engineering	*Chatham University*
▪ Mackenzie Brown	▪ Susanna Deemer
▪ Haley Kenney	▪ Diana Herrman
	▪ Tim Haight

Team 3 **Rich Fann** (rfann@pitt.edu) *Associate Director, Cross Cultural Leadership Development* *Pitt Student Affairs* ▪ Steven Clark ▪ Bryce Cregan ▪ Anna Kowalok ▪ Sam Young	Team 4 **Deena Kelly** (deena.kelly@pitt.edu) *Associate Director of Student Life* *Pitt Student Affairs* ▪ Maria Castello ▪ Amy Frisbie ▪ Rose Roberts
Team 5 **Ketwana Schoos, EdD** (kschoos@ccac.edu) *Civil Rights Investigator* *Community College of Allegheny County* ▪ Juliana Ayala ▪ Zach Kaiser ▪ MyQuella Swogger ▪ Allen Williams	

ADMPS 2120: Capstone Seminar in Student Services Schedule

Most weeks, 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   *+indicates readings available on PittCat*

Date	Topic	Readings Due	Assignments Due
Week 1: Aug. 26	Framing Practice	*Unit Topic* ▪ Manning et al., Parts 1-2 *Job Essays* ▪ Amey & Reesor, Chapter 11: Pathways to success in student affairs ▪ Ardoin, Chapter 3: Creating a student affairs career strategy *Contested Issue* ▪ Magolda et al., Preface and Chapter 1	
Sept. 2	**LABOR DAY-NO CLASS**		
Week 2: Sept. 9	Framing Practice	*Unit Topic* ▪ Manning et al., Parts 3-4 *Job Essays* ▪ Amey & Reesor, Chapter 12: Managing the first job search process ▪ Ardoin, Chapter 5: The job hunt and extending your experiences *Contested Issue* ▪ *TBA*	❑ Job Prep Portfolio: Reassessment Reflection
Week 3: Sept. 16	Designing for Learning	*Unit Topic Readings* ▪ Strange & Banning, Chapters 1-3 *Job Essay* ▪ Amey & Reesor, Chapter 3: Developing a professional ethic *Contested Issue* ▪ *TBA*	❑ Job Prep Portfolio: Professional Interview
Week 4: Sept. 23	Designing for Learning	*Unit Topic Readings* ▪ Strange & Banning, Chapters 4, 6, 7 ▪ Review Strange & Banning Chapter 5 summary (pp. 185-6)	❑ Job Prep Portfolio: Mock Job Application

Week 4: Sept. 23	Designing for Learning (continued)	*Job Essay* ▪ Amey & Reesor, Chapter 2: Unwritten rules: Organizational and political realities *Contested Issue* ▪ Magolda et al., Chapter 12 (AC, Steve)	
Week 5: Sept. 30	Programming	Guest Speaker: Melissa Warthen Director, New Student Programs University of Pittsburgh Student Affairs *Unit Topic* ▪ Amey & Reesor, Chapter 5: Collaboration with academic affairs and faculty ▪ *Cuyjet & Weiss, Program planning and implementation *Job Essay* ▪ Amey & Reesor, Chapter 9: Making professional connections ▪ Ardoin, Chapter 7: Networking or connecting ▪ *Ruiz, Weak ties get you the job *Contested Issue* ▪ Magolda et al., Chapter 10 (Anna, Juliana)	
Week 6: Oct. 7	Supervising	*Unit Topic* ▪ Scott, *Radical Candor* *Contested Issue* ▪ Magolda et al., Chapter 22 (Zach, Diana)	❑ Designing for Learning Proposal
Week 7: Oct. 14	Training	*Unit Topic* ▪ Dunkel, Chapter 12 ▪ Schuh et al., Chapter 25 ▪ *Petryk et al., Building multicultural residential communities: A model for training student staff ▪ *Shupp et al., Development and validation of the inclusive supervision inventory for student affairs *Job Essay* ▪ Amey & Reesor, Chapter 4: Supervisory style *Contested Issue* ▪ Magolda et al., Chapter 18 (Haley, Mackenzie)	

Week 8: Oct. 21	Budgeting and Strategic Planning	Guest Speaker: Brian Hamluk, EdD Associate Dean and Director of Administration University of Pittsburgh Student Affairs ▪ Dunkel et al., Chapter 8 ▪ Schuh et al., Chapter 18 ▪ +Barr, M. J. (2016). Chapter 25: Budgeting and fiscal management for student affairs. In G. S. McClellan, J. Stringer, and associates (Eds.). *The handbook of student affairs administration* (4th ed.) (pp. 509-534). San Francisco, CA: Jossey-Bass. ▪ +Wolf, D. F. (2016). Chapter 28: Raising funds and raising friends. In G. S. McClellan, J. Stringer, and associates (Eds.). *The handbook of student affairs administration* (4th ed.) (pp. 581-594). San Francisco, CA: Jossey-Bass.	
Week 9: Oct. 28	Risk and Crisis Management *Please know that readings and materials for this class session will draw on a variety of crisis management scenarios from cases at colleges and universities. Please engage with the material and the class session in the manner most comfortable to you, which may mean not all. Please do not hesitate to contact the instructor if you have concerns.*	Guest Speaker: Eva Chatterje-Sutton Vice President and Dean of Student Life Washington & Jefferson College *Unit Topic Readings* ▪ Schuh et al., Chapter 29 ▪ *Treadwell et al., Chapters 1-2 from *Crisis, compassion, and resiliency in student affairs* *Job Essay* ▪ Amey & Reesor, Chapter 7: What is the crisis management plan at my new institution?	
Week 10: Nov. 4	Professional Development Job Talks		❑ Job Talks for groups 1, 2
Week 11: Nov. 11	Professional Development Job Talks		❑ Job Talks for groups 3, 4
Week 12: Nov. 18	Professional Development Job Talks *Contested Issue* ▪ Magolda et al., Chapter 10 (Anna, Juliana)		❑ Job Talks for group 5
Nov. 25	**THANKSGIVING RECESS—NO CLASS**		

Week 13: Dec. 2	Current Trends	***MEET IN LAWRENCE HALL 211*** Guest Speaker: Dr. Drea Letamendi Associate Director of Mental Health Training, Intervention, and Response for UCLA Residential Life *Unit Topic* ■ *Stock & Levine, Common mental health issues among college students ■ *Bonfiglio, Anticipating the future mental health needs of campus *Contested Issue* ■ Magolda et al., Chapter 23 (Amy, Sam)	
Week 14: Dec. 9	Imagining Forward	*Unit Topic* ■ +Harper and Quaye, Chapter 16: Engaging students in an online environment ■ *Pope et al., Chapter 9: Multicultural competence in technology ■ +Obear K., & martinez, b. (2013). Chapter 8: Race caucuses: An intensive, high-impact strategy to create social change. *New Directions for Student Services, 144*, 79-86. *Job Essay* ■ Amey & Reesor, Chapter 13: Words of wisdom *Contested Issue* ■ Magolda et al., Chapter 20 (MyQuella, Bryce)	❑ Case Study ❑ Book Review (although the book review is not due until this date, it is recommended you work to complete this earlier in the term)