



ADMPS 2052: MEd Internship in Higher Education

Fall 2020 | Zoom Meetings Tuesdays 6:00-8:30pm as scheduled

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INSTRUCTOR

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Instructor Communication: My goal is to reply to email or voice messages within 48 hours Monday-Friday.

Office Hours: My virtual office hours are scheduled by appointment. If you need to have a conversation with me about something in the course, I am glad to arrange phone or Zoom meetings as needed. Just send me an email with three or four possible times on Tuesdays or Wednesdays, and we will schedule a mutually convenient time to chat. For general questions about the assignments or syllabus that others might also benefit from, you can post those on the *Ask Your Professor* discussion board on Canvas.

COURSE DESCRIPTION

This course is a practicum experience for MEd students in the Higher Education program. The course is unique in that students are required to be interning at an institution of higher education while enrolled. Through the internship, an on-site supervisor provides experiential learning opportunities to students, while the instructor enhances these experiences 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 and competencies utilized in higher education and student affairs
4. To develop a deeper understanding of at least one functional area in a college or university
5. To learn about diverse college students and their changing needs and attitudes
6. To develop awareness of issues related to social justice and equity in higher education
7. To reflect on one's own strengths and areas for growth
8. To think critically, develop curiosity, and become a reflective scholarly practitioner

INTERN EXPECTATIONS

- Complete a minimum of 300 hours in order to receive credit for the course
- Work at least 5-20 hours per week in the internship
- Track all hours and activities through the hour log template located on Canvas
- Meet with site supervisor at least every other week throughout the fall
- Communicate with site supervisor about course requirements

STUDENT EXPECTATIONS

- Engage with course materials and exhibit a sense of responsibility for our individual and collective learning by actively participating each session
- Be prepared to participate in dialogue about weekly readings and to discuss your internship activities each session, including challenges posed by internship experience
- Complete assignments by deadlines

REQUIRED MATERIALS

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.

All course readings will be made available on Canvas or through the Pitt Library (PittCat).

RECOMMENDED READING

Sasso, P. A., & DeVitis, J. L. (Eds). (2015). *Today's college students: A reader*. Peter Lang.

COURSE POLICIES

Course Format

This is an **online course** with **asynchronous** and **synchronous** components that intend to facilitate your learning and attainment of the course learning outcomes. **Synchronous learning** refers to a live-action learning event in which a group of students are engaging and learning together at the same time. For this course, synchronous learning will occur live over **Zoom** on the dates indicated in this syllabus. **Asynchronous learning**, meanwhile, is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. For asynchronous elements of this course, you will complete predetermined modules that may include assigned readings, webinars, podcasts, discussion boards, and independent exercises by the due date indicated in the syllabus. *Asynchronous is not a reduced-time session*. According to the University of Pittsburgh's standards for credit hours, a three-credit course should have 50 minutes of instruction per credit (calculated to 2.5 hours of instruction per week). In addition, students are expected to spend a minimum of 1.5 hours outside of class for each in-class hour, completing readings, exercises, and working on graded assignments.

Attendance, Engagement, and Participation

For synchronous sessions, 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. While not required, it is strongly recommended that you enable your video camera during at least the interactive portions of Zoom class sessions. You can expect Zoom sessions to be discussion-based and your participation in these sessions is key to our collective learning. Zoom meetings begin promptly at the designated time and it is suggested that you log into Zoom a few minutes before the start of the session to avoid any technical difficulties or glitches and close non-essential applications (e.g. iMessaging, email, etc.).

For asynchronous sessions, online modules and learning engagements may be completed at your own pace but must be finalized by the deadline indicated on Canvas in order to receive participation credit for that module.

Technology

Present engagement in class discussion serves as a foundational element of our collective learning in this course. Technological distractions (e.g., email, text messaging, social media, web browsing) 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, laptops, and other technological gadgets in class and to refrain from checking email, text messages, and social media during class time. Students may find it useful to close out of these applications completely during our class time. Students failing to abide by the technology policy may lose participation credit for the day.

Deadlines

All assignments are due by 11:59pm on the date indicated in this syllabus, unless otherwise noted. Assignments turned in beyond the deadline will be reduced 1/3 letter grade for each day late. After seven days, a late assignment will not be accepted and will be recorded as an F. Unless you make arrangements with the instructor ahead of time, late assignments without penalty cannot be accepted. Most assignments require more than one week to complete and will need several hours for careful planning, critical reading, researching, scholarly writing, and astute self-editing before submitting a final product. Therefore, it is suggested that you allocate your time accordingly and work in advance to meet course deadlines.

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 7th 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 are assigned in this class. Written work is graded on demonstrated insight, completion of expectations of the assignment, coherence of organization, 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 masterful and original interpretation of course material. “A” level denotes a student who prepares for class and consistently indicates having thought critically about the material by advancing the quality of the discussion and by submitting thoughtful online contributions.

“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 because all aspects of the assignment may not have been completed, work demonstrates little preparation or participation in class, work demonstrates little insight into material, or grammatical issues in written work mar the assignment significantly.

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

SCHOOL OF EDUCATION POLICIES

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.

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.

Student Opinion of Teaching Surveys

Students in this class will be asked to complete a Student Opinion of Teaching Survey toward the end of the term. 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 OVERVIEW

Assignment	Deadline(s)	Weight
Engagement and Participation	Weekly	25%
Learning Contract	September 8	7% *
Master Resume Draft	October 6	1% *
ePortfolio	Entry 1: September 15 Entry 2: September 29 Entry 3: October 13 Entry 4: December 1 Entry 5: December 1 (<i>Optional</i>) Entry 6: December 1 (<i>Optional</i>)	45%
Functional Area Infographic	Between October 20-27	15%
Evaluation and Hour Verification	December 1	7% *
<i>Assignments with a * are evaluated as credit/ no credit (C/NC)</i>		

ASSIGNMENT DESCRIPTIONS

Engagement and 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. Preparing in advance particular passages that you find to be illuminating can aid in advancing dialogue with your peers. 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.

Similarly, online engagement in asynchronous sessions requires thoughtful consideration of course material and the production of required deliverables as indicated in Canvas (e.g. discussion board posts, independent exercises, worksheet, etc.) that demonstrate clear reflections on course materials through references to passages with appropriate page numbers or citations as well as connections to new knowledge (e.g. professional/internship experiences, current event articles, recent podcast episodes, etc.).

Learning Contract

For this assignment, you will write a **4-page learning contract (excluding title page and references; in standard APA style, 12 point font, double-spaced, etc.)**. 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 their learning experience. The on-site supervisor should approve of the submitted contract before the student uploads the assignment to Canvas.

Within the 4-pages of the learning contract, you will organize the document with APA headings and address the following areas:

- Describe the internship site, including campus, office, and functional area
- Discuss rationale for selecting the site (connection to your career goals)

- List measurable goals for the internship experience (bullets are acceptable here)
 - *Note:* While bullets are acceptable here and elsewhere in the contract, don't be so brief that it will be difficult to discern what the bullet means.
 1. For example, do not merely list "Budgeting" or "Manage Program Budget" as a goal.
 2. Instead, make the goal something like: "Learn and practice budgeting allocation and approval processes for departmental programming/events by overseeing the event portion of the student organization budget."
- 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 the intern's expectations of on-site supervisor (bullets are acceptable here)
- Outline how intern will be evaluated throughout the experience (2-3 sentences total here)

Master Resume Draft

For this assignment, you will write a draft of your master resume document that includes the new master's degree you are pursuing and your new internship experiences. Developing a concise and persuasive resume is an important aspect of professional development that will be used throughout the future job search process. Students must create a master resume of their experiences that will be updated regularly and adapted throughout their time in the higher education program. There is no length limit to your master resume. 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. Because they are challenging to edit in the future, you should avoid resume templates or wizards.

Reflection ePortfolio

This is the main assignment for the course, and it 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 graduate practitioner. Over the course of the semester, you will be reflecting upon and analyzing your internship experiences and processing your reflections in an ePortfolio. An ePortfolio is a digital collection of entries and materials centralized on one platform to represent a student's professional learning and identity. You are encouraged to exercise creativity in crafting the entries from the prompts listed below and incorporate your own original reflections through writing, video reflections/vlogs of yourself, video clips or images from internship activities, meaningful images or memes, music, poetry, etc. **Not including media, each ePortfolio entry (listed below) will be around two doubled-spaced pages, which translates to about 500 words.** If you are utilizing reflection vlogs of yourself, written entries may end up being much shorter to introduce and/or summarize the points made in the vlog. In spite of being formatted for online reading, the ePortfolio will still need to follow APA style for citations and make connections to course readings.

An important note on your reflecting throughout this assignment: avoid just reporting and summarizing internship activities. Instead, work to make meaning of your internship experiences and how they relate to your personal and professional goals. Always practice your critical and analytical skills as you make sense of your internship and dig beneath what is happening on the surface.

Possible free platforms for organizing your materials may include WordPress, Google Docs, FlipGrid, Adobe Spark, Canvas, etc. While there is no required software or app you must use to organize your ePortfolio, please select a software that will remain accessible to the instructor throughout the fall as well as one that will stretch your knowledge in learning a new technological

tool. You do not need to share your ePortfolio with your fellow students. In using technology outside of Canvas, be mindful of what you choose to post and check your privacy settings carefully since your entries may be publicly available and archived by search engines.

Below are descriptions of the entries required in the portfolio. While the descriptions below provide a general title to describe the entry, you may choose to title your entries differently in order to fit with your own creativity and design. Think creatively!

Entry 1: Self-Assessment

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 course readings and scholarly articles to support your points.

Step 1: Complete the *ACPA/NASPA Personal Growth Competencies Checklist* located on Canvas. Examine it for patterns and or trends. This is a tool intended to stimulate your thinking, and it is *not* required to be uploaded as part of the entry.

Step 2: Based on your completion of this checklist, write a self-assessment that outlines:

- Your personal motivations for seeking a career in higher education/student affairs
- Your tentative career goals (where do you see yourself in three or 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

Entries 2 and 3: Open Reflections

Develop a reflection on a topic of your choosing from the following list:

- 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 site
- A new idea, program, or concept you want to explore further
- An idea about enhancing equity, diversity, multiculturalism, and inclusion
- How something from the readings informs your personal, academic, or professional goals
- An observation you made at the internship site that is connected to a course topic
- What the transition to graduate education and internship life has been like
- Practical knowledge that you intend to place in your toolkit for future work
- A thorough explanation of two or three core values that guide your practice
- An analysis of a digital picture or campus artifact that deepens your understanding of the institution's or internship site's culture

Entry 4: Social Justice and Equity Reflection

All higher education and student affairs professionals should be concerned about addressing issues of social justice 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 engages in equity, diversity, and social justice work. You should also be considering your own areas of (dis)comfort related to social justice topics you are working through and learning more about. Throughout your internship, reflect generally upon what you see in terms of your office's strengths and weaknesses in this area. With these pieces stimulating your reflection for this entry, what would be a new initiative, idea, or opportunity for your office as it relates to equity and justice for one or more minoritized identities (i.e., race, gender, sexuality identity, religion, nationality, ability, first-generation status, etc.)? It is important to decide upon a specific population or populations for the focus of your reflection and not just speak of minoritized identities as singular or monolithic. Independent research through suggested texts listed on Canvas and other scholarly sources that you find through the library should be incorporated into your reflection.

Entry 5: Internship Learning Summary (Optional)

With the internship concluding for the course, revisit your learning contract. As you consider what you achieved this term through your internship, reflect upon the following:

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

Entry 6: Resume (Optional)

Using the materials reviewed in the course as well as feedback you received on your earlier draft, post a 1 or 2-page version of your resume. Depending upon how you are posting this to your ePortfolio, you may want to exclude personal details, like address, phone number, etc.

Functional Area Interactive Infographic or Podcast Segment

Working in pairs, you and a partner will investigate a functional area in higher education (examples include: international services, residence life, campus recreation, etc.) and then choose to either **(a) develop a stunning and interactive 3-4 page visual infographic with text and multimedia** or **(b) create a well-produced and edited 8-minute audio podcast segment** (e.g. something in the spirit of an NPR segment). A full list of possible functional areas is outlined in Chapter 17 of Schuh et al.'s (2016) textbook. A past exemplar infographic and podcast are also located on Canvas for inspiration.

Information for this assignment will come from various sources including campus websites, course texts, scholarly articles, national association websites, and the Council for the Advancement of Standards in Higher Education (CAS). In addition, your team will need to virtually interview (phone, Zoom, or email) a total of three professionals who work within the assigned functional area but at different institution types (e.g. small private college, large community college). You will then consolidate and summarize your information into the format your team chooses. If you are opting to incorporate audio clips from your interviews with professionals, be sure to get their permission before doing so.

Possible platforms for creating your infographic include PowerPoint, Keynote, Microsoft Sway, Biteable, Prezie, Adobe InDesign, and many others. Possible platforms for creating a podcast include GarageBand, Logic Pro, Voice Memos (iPhone), and other recording/editing packages.

Your infographic or podcast should be available to the instructor and to classmates (so that they too can have a resource about new functional areas) and you need to upload or post your final product to the designated space on Canvas. The assignment should cover the minimum 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?
- History of the functional area
 - When did this functional area come into existence?
- Nature of student interaction and role of functional area in students' lives
- 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?
- COVID-19 response
 - How has the novel coronavirus impacted or changed this functional area?
- Professional association(s) related or relevant to this functional area
- A list of APA references used on this project (does not count toward page requirement)

Evaluation from Internship Supervisor and Hour Log Verification

Supervisors are required to submit an evaluation of their intern's performance based on the learning contracts' goals and objectives. The instructor will email 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 the evaluation 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?
- What are the student's strengths and areas for growth?
- Did the student complete the required 300 hours?
 - All students must complete 300 internship hours. In order to receive credit for this course, students' on-site supervisors must verify that they completed this task. In order to have their hours verified, students should submit their hour log to their supervisor during the final week of the term. The supervisor will verify the completion of the hours on the online evaluation form sent by the instructor.
 - If a student does not complete the required 300 hours during the fall term, an "I" grade will be assigned, indicating that the course is Incomplete. Once the internship supervisor verifies the completion of the 300 hours, the "I" grade will be updated to what the student earned in the fall term for this course. Even if hours are not yet completed, the supervisor will submit the evaluation of intern performance for work completed to date.

ADMPS 2052: Med INTERNSHIP IN HIGHER EDUCATION

Due to the evolving nature of the pandemic, this course schedule may change with little or no advanced notice.

* Reading available through Canvas

+ Reading available through PittCat

Date	Topic	Format	Readings, Online Activities, and Assignments Due
Week 1: Aug. 25	Introductions and Course Overview	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ +Ardoin, S. (2014). <i>The strategic guide to shaping your student affairs career</i>. Stylus. [Chapter 1: Introduction to the field; Chapter 8: Self-reflection] ▪ *Creamer, D. G., & Winston, R. B. (2002). Foundations of the supervised practice experience: Definitions, context, and philosophy. In D. L. Cooper et al. (Eds.), <i>Learning through supervised practice in student affairs</i> (pp. 1-34). Routledge. ▪ *Nottingham, J. E. (1998). Using self-reflection for personal and professional development in student affairs. <i>New Directions for Student Services</i>, 84, 71-81. <p>Online Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 1 Module
Week 2: Sept. 1	Foundations: Principles and Philosophies	Zoom	<p>Readings</p> <ul style="list-style-type: none"> ▪ +Schuh, J. H. et al. (Eds.) (2017). <i>Student services: A handbook for the profession</i> (6th ed.). Jossey-Bass. [Chapter 3: Philosophies and values] ▪ *Blimling, G. S., & Whitt, E. J. (1999). Identifying principles that guide student affairs practice. In G. S. Blimling, & E. J. Whitt, <i>Good practice in student affairs: Principles to foster student learning</i>. Jossey Bass. ▪ *Brazzell, J. C., & Reisser, L. (1999). Creating inclusive communities. In G. S. Blimling, & E. J. Whitt, <i>Good practice in student affairs: Principles to foster student learning</i>. Jossey Bass. ▪ *ACPA/NASPA, (2015). Professional competency areas for student affairs professionals.
Week 3: Sept. 8	Foundations: Functions and Structures	Online <i>Asynchronous</i>	<p>Readings</p> <ul style="list-style-type: none"> ▪ +Schuh, J. H. et al. (Eds.) (2017). <i>Student services: A handbook for the profession</i> (6th ed.). Jossey-Bass. [Chapter 4: Institutional identity and campus culture; Chapter 5: Campus climate and diversity; Chapter 16: Framing student affairs practice; Chapter 17: Organizational structures and functions] ▪ +Schein, E. H., & Schein, P. A. (2017). <i>Organizational culture and leadership</i> (5th ed.). Wiley. [Chapter 2: The structure of culture] <p>Assignment Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Learning Contract

<p>Week 4: Sept. 15</p>	<p>Foundations: Core Constructs and Concepts</p>	<p>Online <i>Asynchronous</i></p>	<p>Readings</p> <ul style="list-style-type: none"> ❑ +McClellan, G. S. et al. (2016). <i>The handbook of student affairs administration</i> (4th ed.). Jossey-Bass. [Chapter 13: The changing student population] ❑ + Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). <i>Multicultural competence in student affairs</i> (2nd ed.). Jossey-Bass. [Chapter 1: Multicultural competence and social justice in student affairs: Parallels and intersections; Chapter 2: Multicultural competence, social justice, and inclusion in student affairs] ❑ +Wagner, R., Boettcher, M. L., Howard, J. L., & Cawthon, T. W. (2019). Social justice in housing. <i>New Directions for Student Services</i>, 168, 9-16. <p>Online Activities</p> <ul style="list-style-type: none"> ❑ Week 4 Module <p>Assignment Due</p> <ul style="list-style-type: none"> ❑ ePortfolio Entry 1
<p>Week 5: Sept. 22</p>	<p>Professional and Ethical Practice</p>	<p>Zoom (Split Session)</p> <p>6:00-6:45 PT only</p> <p>6:45-7:20 all</p> <p>7:20-8:05 FT only</p>	<p>Readings</p> <p><i>For continuing professionals</i></p> <ul style="list-style-type: none"> ▪ +Bolman, L. G., & Gallos, J. V. (2011). <i>Reframing academic leadership</i>. Jossey-Bass. [Chapters 1-3] <p><i>For new professionals (Graduate School Transitions)</i></p> <ul style="list-style-type: none"> ▪ *Amey, M. J., & Ressor, L. M. <i>Beginning your journey: A guide for new professionals in student affairs</i>. NASPA. [Chapter 1: Voices of experience; Chapter 13: Words of wisdom] ▪ +Ardoin, S. (2014). <i>The strategic guide to shaping your student affairs career</i>. Stylus. [Chapter 2: New professionals through the magnifying mirror] ▪ *Jackson, M. L. (2016). Reflections on a life and career in student affairs: Guideposts and structure. <i>Journal of College and Character</i>, 17(2), 75-81.
<p>Week 6: Sept. 29</p>	<p>Professional and Ethical Practice</p>	<p>Online <i>Asynchronous</i></p>	<p>Readings</p> <p><i>For continuing professionals</i></p> <ul style="list-style-type: none"> ▪ +Bolman, L. G., & Gallos, J. V. (2011). <i>Reframing academic leadership</i>. Jossey-Bass. [Chapters 4-7] <p><i>For new professionals (Professionalism and Professional Learning)</i></p> <ul style="list-style-type: none"> ▪ +Schuh, J. H. et al. (Eds.) (2017). <i>Student services: A handbook for the profession</i> (6th ed.). Jossey-Bass. [Chapter 22: Professionalism] ▪ +Ardoin, S. (2014). <i>The strategic guide to shaping your student affairs career</i>. Stylus. [Chapter 4: Lifelong learning] ▪ +McClellan, G. S. et al. (2016). <i>The handbook of student affairs administration</i> (4th ed.). Jossey-Bass. [Chapter 12: The role of professional associations]

<p>Week 6: Sept. 29 (continued)</p>	<p>Professional and Ethical Practice</p>	<p>Online <i>Asynchronous</i></p>	<ul style="list-style-type: none"> ▪ *<i>Inside Higher Ed</i> Packet <p>Online Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Week 6 Online Module <p>Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> ePortfolio Entry 2
<p>Week 7: Oct. 6</p>	<p>Professional and Ethical Practice</p>	<p>Zoom</p>	<p><i>For continuing professionals</i></p> <ul style="list-style-type: none"> ▪ +Bolman, L. G., & Gallos, J. V. (2011). <i>Reframing academic leadership</i>. Jossey-Bass. [Chapters 8-12] <p><i>For new professionals (Ethical Practice)</i></p> <ul style="list-style-type: none"> ▪ +Schuh, J. H. et al. (Eds.) (2017). <i>Student services: A handbook for the profession</i> (6th ed.). Jossey-Bass. [Chapter 6: What is ethical professional practice?] ▪ +McClellan, G. S. et al. (2016). <i>The handbook of student affairs administration</i> (4th ed.). Jossey-Bass. [Chapter 24: Valuing the role of conflict in organization enrichment] ▪ *Amey, M. J., & Ressor, L. M. <i>Beginning your journey: A guide for new professionals in student affairs</i>. NASPA. [Chapter 2: Unwritten rules: Organizational and political realities] ▪ +Magolda, P. M., & Baxter Magolda, M. M. (2011). <i>Contested issues in student affairs</i>. Stylus. [Chapter 23: Why do student affairs educators struggle to set boundaries?] <p>Assignment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Master Resume Draft
<p>Week 8: Oct. 13</p>	<p>Advising and Supporting Students</p>	<p>Online <i>Asynchronous</i></p>	<p>Readings</p> <ul style="list-style-type: none"> ▪ *Kuh, G. D. (2009). What every student affairs professional needs to know about student engagement. <i>Journal of College Student Development</i>, 50(6), 683-706. ▪ +Quaye, S. J., & Harper, S. R. (Eds.) (2015). <i>Student engagement in higher education: Theoretical perspective and practical approaches for diverse populations</i> (2nd ed.). Routledge. [Chapter 1: Making engagement equitable for students in U.S. higher education] ▪ *Schuster, M. T. (2017). <i>Compartmentalized cultures, integrated transitions</i>. [Doctoral dissertation, University of Pittsburgh]. ProQuest. Summary of foundational concepts [Excerpt]. ▪ +Seemiller, C., & Grace, M. (2017). Generation Z: Education and engaging the next generation of students. <i>About Campus</i>, 22(3), 21-26. <p><i>Recommended (especially for folks newer to working with college students)</i></p> <ul style="list-style-type: none"> ▪ +Burke, M. G., Sauerheber, J. D., Hughey, A. W., & Laves, K. (2017). <i>Helping skills for working with college students: Applying counseling theory to student affairs practice</i>. Routledge. [Chapters 1-4]

Week 8: Oct. 13 (continued)	Advising and Supporting Students	Online <i>Asynchronous</i>	Online Activities <input type="checkbox"/> Week 8 Module Assignments Due <input type="checkbox"/> ePortfolio Entry 3
Week 9: Oct. 20	Advising and Supporting Students for Equitable Outcomes	Online <i>Asynchronous</i>	Readings <ul style="list-style-type: none"> ▪ *Bensimon, E. M. (2005). Closing the achievement gap in higher education: An organizational learning perspective. <i>New Directions for Higher Education</i>, 131, 99-111. ▪ *Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). <i>Multicultural competence in student affairs</i> (2nd ed.). Jossey-Bass. [Chapter 5: Multicultural competence in helping, supporting, and advising] <p><i>Recommended</i></p> <ul style="list-style-type: none"> ▪ *Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship on student success. <i>Review of Higher Education</i>, 30(4), 441-469. ▪ *Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. <i>New Directions for Student Services</i>, 120, 7-24. ▪ *Hill, R. L. et al. (2020). How LGBTQ+ students thrive in college. <i>Journal of Student Affairs Research and Practice</i>, Advanced online publication. ▪ *Manning, K. (2009). Philosophical underpinnings of student affairs work on difference. <i>About Campus</i>, 11-17. <p>Assignment Due <input type="checkbox"/> Functional Area Infographic/Presentation</p>
Week 10: Oct. 27	Advising and Supporting Students through Functional Areas	Zoom	Select one group of readings from the topics below as they relate to your current internship experience or professional interests and read the articles listed under that heading: <ul style="list-style-type: none"> ▪ <i>Academic Advising</i> ▪ <i>Campus Activities</i> ▪ <i>Career Advising</i> ▪ <i>Equity and Social Justice</i> ▪ <i>Housing and Residential Life</i> ▪ <i>First-Year Student Transition</i>
Week 11: Nov. 3	NO CLASS—ELECTION DAY		
Week 12: Nov. 10	Social Justice and Equity (Understanding Self)	Zoom	Readings <ul style="list-style-type: none"> ▪ *Griffin, R. A. (2012). I am an angry black woman: Black feminist, autoethnography, voice, and resistance. <i>Women's Studies in Communication</i>, 35, 138-157. ▪ *Squire, D. D. (2019). Ending allies through the eradication of the ally (industrial) complex. In E. M. Zamani-Gallaher, D. D. Choudhuri, &

<p>Week 12: Nov. 10 (continued)</p>	<p>Social Justice and Equity (Understanding Self)</p>	<p>Zoom</p>	<p>J. L. Taylor (Eds.), <i>Rethinking LGBTQIA students and collegiate contexts: Identity, policies, and campus climate</i> (pp. 186-203). Routledge.</p> <ul style="list-style-type: none"> ▪ *Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. <i>College Student Affairs Journal</i>, 26(2), 114-126. <p><i>Recommended</i></p> <ul style="list-style-type: none"> ▪ *Edwards, K. E. (2006). Aspiring social justice ally identity development: A conceptual model. <i>NASPA Journal</i>, 43(4), 39-60. ▪ *Linder, C. (2015). Navigating guilt, shame, and fear of appearing racist: A conceptual model of antiracist white feminist identity development. <i>Journal of College Student Development</i>, 56(6), 535-550. ▪ *Park, J. J. (2011). Why is it so challenging for collegians and student affairs educators to talk about race?: The elephant in the room—race. In P. M. Magolda, & Baxter Magolda, M. B., <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue</i> (pp. 225-243). Stylus. ▪ *Smith, M. J. (2018). “I accept all students”: Tolerance discourse and LGBTQ ally work in U.S. public schools. <i>Equity & Excellence in Education</i>, 41(3-4), 301-315.
<p>Week 13: Nov. 17</p>	<p>Social Justice and Equity (Understanding Campus Roles)</p>	<p>Zoom</p>	<p>Readings</p> <ul style="list-style-type: none"> ▪ *Garcia, G. G., Johnston, M. P., Garibay, J. C., Herrera, F. A., & Giraldo, L. G. (2011). When parties become racialized: Deconstructing racially themed parties. <i>Journal of Student Affairs Research and Practice</i>, 48(1), 5-21. ▪ *Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. <i>Journal of Negro Education</i>, 69(1/2), 60-73. ▪ *Sue, D. W., & Constantine, M. G. (2007). Racial microaggressions as instigators of difficult dialogues on race: Implications for student affairs educators and students. <i>College Student Affairs Journal</i>, 26(2), 136-143. <p><i>Recommended</i></p> <ul style="list-style-type: none"> ▪ *Minikel-Lacocque, J. (2012). Racism, college, and the power of words: Racial microaggressions reconsidered. <i>American Educational Research Journal</i>, 20(10), 1-34.
<p>Week 14: Dec. 1</p>	<p>Conclusions: Social Justice and Professional Identity</p>	<p>Online <i>Asynchronous</i></p>	<p>Readings</p> <ul style="list-style-type: none"> ▪ *Zhang, N., & Howard-Hamilton, M. F. (2019). <i>Multicultural and diversity issues in student affairs practice</i>. Charles C. Thompson Publisher. [Chapter 2: Competent practitioners: Developing a professional identity that centers social justice; Chapter 12: Implementing social justice: Forming a professional identity; Chapter 13: The profession’s norm: Becoming a multiculturally competent student affairs educator]

Week 14: Dec. 1 <i>(continued)</i>	Conclusions: Social Justice and Professional Identity	Online <i>Asynchronous</i>	Online Activities <input type="checkbox"/> Week 14 Online Module Assignments Due <input type="checkbox"/> ePortfolio Entry 4 <input type="checkbox"/> ePortfolio Entries 5-6 (Optional)
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