



EFOP 2052: MEd Internship in Higher Education

Fall 2023 | Tuesdays 6:00-8:40pm | 5601 Posvar Hall

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INSTRUCTOR

Max Schuster, PhD (he, him)

Associate Professor, Educational Foundations, Organizations, and Policy

schustermt@pitt.edu | 412-624-3087 | 5520 Posvar Hall

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

Office Hours: My office hours are scheduled by appointment on Tuesdays. If you need to have a conversation with me about something in the course, I am glad to arrange meetings as needed. Just send me an email with three or four possible times on Tuesdays before 3:00pm, and we will schedule a mutually convenient time to chat.

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 course activities and 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 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

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

COURSE POLICIES

Attendance, Engagement, and Participation

Students are expected to complete 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 passages that you find to be illuminating can aid in advancing dialogue with your peers.

While class attendance is critical to the full examination of the scheduled topic and allow for students' individual and collective learning, our collective health and wellbeing needs to be our top priority. For that reason, students who are sick/symptomatic (regardless of vaccination status) and/or need to quarantine/self-isolate should not attend class and follow all procedures outlined on www.coronavirus.pitt.edu. If you need to miss multiple class sessions due to illness, please email me and I will provide you with alternative engagements that you can complete outside of classroom discussions to account for missed class sessions.

Requests for excused absences from your internship site should be handled professionally and reported directly to the site supervisor.

Course Format

This is an **in-person course** with several **online asynchronous sessions** that intend to facilitate your attainment of the course learning outcomes. **Asynchronous learning** 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 virtual modules that may include assigned readings, webinars, podcasts, discussion boards, and independent exercises by the due date indicated on Canvas. *Asynchronous sessions are completed at your own pace by the deadline in the syllabus.* 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 around 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. As graduate students, it is important to be self-directed and motivated to engage in these online learning activities in the same manner as an in-person session.

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 limit 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 during class to be fully present.

Deadlines

All assignments are due by 11:59pm on the date indicated in this syllabus, unless otherwise noted. I do provide an automatic 24-hour extension on all assignments for those rare instances where you need a bit more time due to extenuating circumstances. After this 24-hour period, 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 APA resources: <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 and is still a good grade. “B” denotes 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 distract from 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 EFOP 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
Learning Contract	Sept. 12	15%
e-Portfolio Draft Entry 1	Sept. 26	5%*
e-Portfolio Draft Entry 2	Oct. 17	5%*
Functional Area Assignment	Nov. 1	20%
Final e-Portfolio	Dec. 5	25%
Course Engagement Self-Assessment	Dec. 12	10%
Supervisor Evaluation and Hour Log	Dec. 12	5%*
Online Module Activities	Varies	15%
<i>Assignments with a * are evaluated as credit/no credit</i>		

ASSIGNMENT DESCRIPTIONS

Learning Contract

For this assignment, you will write a **4-page learning contract (excluding title page and references; in standard APA format, 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.
 - For example, do not merely list "Budgeting" or "Manage Program Budget" as a goal.
 - 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."
 - While you are generally free to expound upon any of the ACPA/NASPA competencies for this section, at least one of your learning goals needs to represent the Social Justice and Inclusion competency.
- 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 by the supervisor during the experience (2-3 sentences total here)

E-Portfolio

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 practitioner. Over the course of the semester, you will be reflecting upon and analyzing your internship experiences and processing your reflections in an e-Portfolio. An e-Portfolio is a digital collection of entries and materials centralized on one platform to represent a student's professional learning. You are encouraged to exercise creativity in crafting the entries 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 e-Portfolio entry (listed below) will be around two doubled-spaced pages, which translates to about 500-600 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 e-Portfolio will still need to follow APA style for citations and make connections to course readings.

Even though the e-Portfolio is not due until the end of the term, it is important to be working on it throughout the fall as an ongoing project. Set aside time to work on this every week as a part of your internship activities. Let your ideas mature and change as you learn new material and gain new internship experiences. Preparing all of the entries in this document during the last week of the class is not realistic.

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. *The very best e-Portfolios will make frequent use of readings from this class through incorporate in-text citations and references that translate theory to practice.*

Possible platforms for organizing your materials may include WordPress, Google Docs, FlipGrid, Adobe, Canvas, etc. While there is no required software or app you must use to organize your e-Portfolio, please select a software that will remain accessible to the instructor throughout the fall as well as one that will stretch your learning a new technological tool. You do not need to share your e-Portfolio with your fellow students. If 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. You may also, if you choose, write your e-Portfolio and submit using Microsoft Word.

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. Archive your work on this document because you will revisit it in EFOP 2135: Professional Development Seminar in Higher Education.

Step 2: Based on your completion of this checklist, write a self-assessment of about 750-850-words or 3-4 double-spaced pages that outlines the following (headings can help arrange your thinking):

- 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, 3, and 4: Competency Artifacts

These entries are intended provide you with an opportunity to reflect upon internship activities and how they have contributed to the attainment of the professional development goals stated in your learning contract. Throughout the term, you will be involved in a number of internship activities that may range from attending staff meetings and trainings, overseeing student engagement programs, meeting with students one-on-one, and more. Each of the entries in this portion of the portfolio ask you to reflect on one of these meaningful experiences as they relate to one of the ACPA/NASPA professional competencies by analyzing an artifact that represents that experience from your internship. An artifact may be a photograph from a program, a staff meeting agenda, a handout that you created for a training, a report you worked on, or something else. Each of these entries should be about 500-650 words or about 2-2.5 double-spaced pages include a brief narrative explaining the artifact and a thoughtful analysis of how this experience demonstrated your advancement in the chosen competency area. At least one entry needs to represent the Social Justice and Inclusion competency.

Entry 5: Values Statement

Craft a 500-650-word or 2-2.5 double-spaced pages values statement about working in higher education or student affairs. In developing your professional values statement, refer to the foundational documents of 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 values affirm or refute ideas presented in course readings and how your internship experience so far has shaped your practice. 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 Canvas.

Entry 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 or 2 double-spaced pages that details the following:

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

Functional Area Interactive Infographic and Virtual Presentation

Working in pairs, you and a partner will investigate a functional area in higher education (examples include: international services, residence life, campus recreation, etc.). Your team, which has already been randomly assigned via Canvas, will then develop two things for your peers and the instructor:

- **a stunning and interactive 2-3 page visual infographic with text and multimedia** and
- **(b) a well-produced and edited 4-5-minute audio presentation segment** (e.g. something in the spirit of an NPR segment or podcast clip).

A full list of possible functional areas is outlined in Chapter 17 of Schuh et al.'s (2016) textbook and we will decide partners and topics in one of the first class sessions. 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, each member of your team will need to virtually interview (phone or Zoom) one professional who works 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 recording them or including them in your presentation.

Possible platforms for creating your infographic include PowerPoint, Keynote, Microsoft Sway, Biteable, Prezi, Adobe InDesign, Canva, and many others. Possible platforms for creating an audio presentation include Zoom, GarageBand, Logic Pro, Voice Memos (iPhone), Panopto (good for generating auto captions), YouTube (good for generating auto captions) 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. You also need to generate an accurate transcript of your recording for accessibility purposes. Several apps available through the University can assist with this task (e.g., Zoom, Panopto).

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)

Course Engagement Self-Assessment

This term, you have been asked to be self-reflective of your professional learning and growth. Throughout the course, you are being asked to practice this skill further by paying attention to your engagement and participation in classroom activities. Near the end of the semester, you will submit a self-assessment and proposed grade for your course engagement. You will use the rubric below as a guide and may submit an optional 1-page double-spaced essay that further explains your rationale for your assessment. If I agree with your assessment, you will receive the grade that you have assigned to yourself for this assignment. If I do not agree with your assessment, I will assign the grade that better represents your course engagement.

“A” signifies course engagement and participation that exceeds expectations. Students in this category demonstrate clear preparation for class and make contributions that evidence their critical thinking about the material. Students falling into this category advance the quality of the discussion in both small and large-group spaces. Importantly, they share discussion time with others during each session. Participation in this category is largely proactive and represents a quality, not quantity, of high-level contributions, drawing new connections for the class to understand ideas or from the readings.

“B” signifies course engagement and participation that meets expectations. “B” is still quite a good grade. Students in this category make solid contributions but may be sometimes reactive by offering insights when prompted from classmates or the instructor. Even though students in this category make good contributions, they may still have room for growth related to one or two of the following: not sharing discussion time with others, amplifying others’ ideas and voices, using too many words to say little, making some comments that do not connect to course readings, participating only in large or small group settings rather than both, or putting off reading for class until the last minute.

“C” signifies work that is below expectations. Students in this category rarely participate proactively in either large or small group discussions. Students may be present, but they are minimally attentive. They may be preoccupied with other tasks (e.g. web-browsing, social media, texting). The few contributions students in this category make demonstrate not reading for class or may derail the conversation.

“F” is assigned for incomplete work, which includes frequently not attending class or breaching the University of Pittsburgh’s standards for academic integrity.

Evaluation from 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 and learning contract goals?
- 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.

EFOP 2052: MEEd INTERNSHIP IN HIGHER EDUCATION

This course schedule may change with little or no notice.

* Reading available through Canvas

+ Reading available through PittCat

Date	Topic	Readings and Assignments Due
Week 1: Aug. 29	Introductions and Course Overview	<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] *ACPA/NASPA (2015). Professional competency areas for student affairs professionals.
Week 2: Sept. 5	Self-Reflection	<p>No Class Meeting—Online Asynchronous Session</p> <ul style="list-style-type: none"> +Ardoin, S. (2014). <i>The strategic guide to shaping your student affairs career</i>. Stylus. [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. +Zhang, N., & Howard-Hamilton, M. F. (2019). <i>Multicultural and diversity issues in student affairs practice</i>. Charles C. Thompson Publisher. [Chapter 12: Implementing social justice: Forming a professional identity] <p>Assignment Due</p> <p><input type="checkbox"/> Self-Reflection Online Module</p>
Week 3: Sept. 12	<p>Closer Look Breakouts (1)</p> <p>New Professionals 6:00-7:00pm</p> <p>Continuing Professionals 7:00-8:00pm</p>	<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><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. [Introduction and Part 1] <p>Assignment Due</p> <p><input type="checkbox"/> Learning Contract</p>
Week 4: Sept. 19	Philosophies and Values	<p>Guest Speaker: Matt Landy (Pitt Director of Student Conduct)</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; Chapter 7: Legal Foundations and Issues—just read pp. 115-120]

Week 4: Sept. 19	Philosophies and Values <i>continued</i>	<ul style="list-style-type: none"> *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.
Week 5: Sept. 26	Campus Cultures and Climates	<p>No Class Meeting—Online Asynchronous Session</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 5: Campus climate and diversity] *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. *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"/> Institutional Culture Online Module <input type="checkbox"/> E-Portfolio Draft Entry 1
Week 6: Oct. 3	<p>Closer Look Breakouts (2)</p> <p>New Professionals 7:00-8:00pm</p> <p>Continuing Professionals 6:00-7:00pm</p>	<p><i>For New Professionals (Office Politics and Conflict)</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 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?] +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] *<i>Inside Higher Ed</i> Packet <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. [Part 2]
Week 7: Oct. 10	Today's College Students	<p>No Class Meeting—Online Asynchronous Session</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. +Mayhew, M. J. et al. (2016). <i>How college affects students</i> (Vol. 3). Jossey-Bass. [Chapter 10: How college affects students] *Museus, S. D., & Yi, V. (2015). Rethinking student involvement and engagement: Cultivating culturally relevant and responsive contexts for campus participation. In D. Mitchell Jr. et al. (Eds.) <i>Student involvement and academic outcomes</i>. Peter Lang. (pp. 11-24).

Week 7: Oct. 10	Today's College Students <i>continued</i>	<ul style="list-style-type: none"> *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] *Renn, K. A., & Reason, R. D. (2021). <i>College students in the United States</i> (2nd ed.). Stylus. [Chapter 1: Characteristics of college students in the United States] *Seemiller, C., & Grace, M. (2017). Generation Z: Education and engaging the next generation of students. <i>About Campus</i>, 22(3), 21-26. +Strayhorn, T. L. (2019). <i>College students' sense of belonging</i>. Routledge. [Chapter 1: Introduction; Chapter 2: Insights from literature and research; Chapter 3: From plausible explanation to evidence-based theory] <p>Assignment Due</p> <p><input type="checkbox"/> Student Engagement Online Module</p>
Week 8: Oct. 17	Advising Students: Groups and Organizations	<p>Guest Speaker: TaMisha Greathouse, Director of Student Activities at the University of Southern California (tentative)</p> <ul style="list-style-type: none"> +Dunkel, N. B. et al. (2014). Advising student groups and organizations (2nd ed.). Jossey-Bass. [Chapter 4: Understanding individual and group development; Chapter 5: Roles and functions of advisers] *Schuster, M. T., & Stalker, R. (2022). Resident assistants with minoritized identities: The promise of identity-affirming microclimates in enhancing RA experiences. <i>Journal of College and University Student Housing</i>, 49(1), 10-31. <p>Assignment Due</p> <p><input type="checkbox"/> E-Portfolio Draft Entry 2</p>
Week 9: Oct. 24	Advising Students: Academic and Career Success Meet in Student Success Hub, Langley Hall	<p>Guest Speaker: Dr. April Belback, Associate Vice Provost for Student Success and Advising, University of Pittsburgh</p> <ul style="list-style-type: none"> *Belback, A. E., & Spears, J. (2021). The University of Pittsburgh “Forge your own path strategy.” C. Fountain (Ed.). <i>Academic advising as a tool for student success and educational equity</i>. University of South Carolina, National Resource Center for the First-Year Experience & Students in Transition (pp. 54-62). *Schulze, R. F., & Kenny, M. C. (2023). Basic counseling skills for higher education professionals. NASPA. [Chapter 2: Basic counseling skills; Chapter 3: Setting boundaries and maintaining confidentiality] <p>Recommended:</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 10: Oct. 31	Functional Areas	<p>No Class Meeting—Online Asynchronous Session</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 15: Student retention and institutional success; Chapter 16: Framing student affairs practice; Chapter 17: Organizational structures and functions] <p>Assignments Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Functional Area Assignment (due Nov. 1) <input type="checkbox"/> Functional Area Online Module (due by Nov. 17)
Week 11: Nov. 7	Social Justice and Equity (Understanding Self)	<p>No Class Meeting—Online Asynchronous Session</p> <ul style="list-style-type: none"> +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] *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. *Wesley, A., & Newkirk-Kotfila, E. (2021). <i>(Mis)understanding students: Approaches to affirm student identities</i>. NASPA—Student Affairs Administrators in Higher Education. <p>Recommended</p> <ul style="list-style-type: none"> *Sue, D. W. et al. (2019). Disarming racial microaggressions: Microintervention strategies for targets, white allies, and bystanders. <i>American Psychologist</i>, 74(1), 128-142. <p>Assignment Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Social Justice and Equity Introductory Module
Week 12: Nov. 14	Social Justice and Equity (Understanding Frames)	<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. *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. *DeAngelo, L., Schuster, M. T., & Lightner-Lachaud, Q. (2021). The faculty role in grooming and gatekeeping students' of color potential along the professoriate pipeline. <i>Review of Higher Education</i>, 44(4), 493-521. *Watt, S. K. (2007). Difficult dialogues, privilege, and social justice. <i>College Student Affairs Journal</i>, 26(2), 114-126.
Nov. 21	No Class-University Recess	
Week 13: Nov. 28	Social Justice and Equity (Understanding Campus Roles)	<p>Guest Speaker: Dr. Ketwana Schoos (Chief Diversity Officer, Community College of Allegheny County)</p> <ul style="list-style-type: none"> *Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2019). "A change is gonna come": Embracing paradigm shifts to dismantle oppressive structures. <i>Journal of College Student Development</i>, 60(6), 659-672.

		<ul style="list-style-type: none"> *Hill, R. L. et al. (2020). How LGBTQ+ students thrive in college. <i>Journal of Student Affairs Research and Practice</i>, Advanced online publication.
Week 14: Dec. 5	<p>Future Directions</p> <p><i>Even though readings are differentiated, this is a whole group session.</i></p>	<p><i>For New Professionals (Professional Development)</i></p> <ul style="list-style-type: none"> +Ardoin, S. (2014). <i>The strategic guide to shaping your student affairs career</i>. Stylus. [Chapter 4: Lifelong learning; Chapter 7: Networking or connecting] +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] +Schuh, J. H. et al. (Eds.) (2017). <i>Student services: A handbook for the profession</i> (6th ed.). Jossey-Bass. [Chapter 22: Professionalism] <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. [Part 3] <p>Assignment Due</p> <p><input type="checkbox"/> E-Portfolio</p>
Week 15: Dec. 12	<p><i>No Class—Individual Internship Wrap-Up Activities</i></p> <p>Assignments Due</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supervisor Evaluation and Hour Log Verification <input type="checkbox"/> Course Engagement Self-Assessment 	