# Course Description

Students in this course will examine, investigate, assess, and analyze the current issues, trends, and challenges administrators in higher education face. “Best practices” utilizing organization, management, and leadership theories and practice relevant to higher education that address these issues, trends, and challenges will be introduced. Students will apply appropriate models developed in response to these changes and challenges, as well as develop and implement their own intervention programs for the challenges facing higher education administrators in the 21st century.

# University Learning Outcomes (ULO)

* **ULO1:**Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:**Intellectual and Practical Skills
* **ULO3:**Personal and Social Responsibility
* **ULO4:**Integrative and Applied Learning­
* **ULO5:**Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1:** Establish a counseling identity. (ULO1, 3, 4, 5)
* **PLO2:** Exhibit a strong, consistent counseling disposition. (ULO1, 3, 4, 5)
* **PLO3:** Demonstrate proficiency in counseling knowledge and skills as outlined in the 2016 CACREP Standards as applicable to each student

concentration area. (ULO1, 2, 3, 4, 5)

* **PLO4:** Demonstrate a multicultural sensitivity, knowledge, and competency. (ULO1, 3, 5)
* **PLO5:** Implement the ethical guidelines of the American Counseling Association and its divisions in all counseling practice. (ULO2, 3, 4)
* **PLO6:** Use evidence-based intervention and assessment techniques. (ULO2,4)
* **PLO7:** Articulate the necessity of counseling advocacy and engage in advocacy activities with regard to the Mercy tradition. (ULO5)
* **PLO8:** Engage in life-long learning. (ULO1, 2, 3, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Examine, investigate, assess, and analyze the current issues, trends, and challenges in higher education.
* **CLO2:** Critically analyze and apply organizational, management, and leadership theories relevant to higher education in addressing these

challenges, being mindful of the institutional culture, budgeting and finance, and personnel practices.

* **CLO3:** Using accepted theoretical models applicable to higher education, students will develop and implement intervention models to address

these challenges.

* **CLO4:** Demonstrate expertise in the best practices in higher education for student growth and development.

**Competencies and Outcomes Addressed**

**CACREP Standards: College Counseling and Student Affairs**

**1.a:** History and development of college counseling and student affairs

**1.c:** Organizational, management, and leadership theories relevant in higher education settings

**1.e:** Assessments specific to higher education settings

**2.a:** Roles and settings of college counselors and student affairs professionals

**2.c:** Roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions

**2.g:** Current trends in higher education and the diversity of higher education environments

**2.h:** Organizational culture, budgeting and finance, and personnel practices in higher education

**2.i:** Environmental, political, and cultural factors that affect the practice of counseling in higher education settings

**2.j:** The influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education

**2.l:** Policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings

**2.m:** Unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with

disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Course readings and websites as noted in the course outline and available on Blackboard

Recommended resource:

*Publication manual of the American Psychological Association (6th Ed)*. (2009). Washington DC: American Psychological Association.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Food for Thought - Regulations and Compliance | 40 |  |
| Journal: Professional & Personal Codes of Ethics | 15 |  |
| Policy Brief #1 | 50 |  |
| **Week 2** |  |  |
| Discussion: Food for Thought - Student Affairs Leadership Practices | 40 |  |
| Discussion: Developing a Curriculum Vitae | 30 |  |
| Journal: Personal Learning Plan | 15 |  |
| Policy Brief #2 | 50 |  |
| **Week 3** |  |  |
| Discussion: Food for Thought - Access, Equity, and Diversity | 40 |  |
| Journal: Recruitment & Admissions | 15 |  |
| Current Issues Presentation: Access, Affordability, and Choice | 70 |  |
| **Week 4** |  |  |
| Discussion: Food for Thought - Student Mental Health, Well-Being, and Safety | 40 |  |
| Journal: College Student Mental Health Issues | 15 |  |
| Discussion: Greek Life & Substance Abuse | 30 |  |
| Current Issues Presentation: FERPA & the Clery Act/Sexual Assault | 70 |  |
| **Week 5** |  |  |
| Discussion: Food for Thought - Student Affairs Organizational Models, Program Assessment, and Evaluation | 40 |  |
| Presentation: Site Visit Report | 80 |  |
| **Week 6** |  |  |
| Discussion: Food for Thought - Student Success Practices, Civic Learning, and Globalism | 40 |  |
| Discussion: The Second-Year Experience | 30 |  |
| Current Issues Presentation: Student Retention | 70 |  |
| **Week 7** |  |  |
| Discussion: Food for Thought - Student Development Intervention Models | 40 |  |
| Professional Development Portfolio | 80 |  |
| Final Exam | 100 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93-100 |
| A- | 90-92 |
| B+ | 87-89 |
| B | 83-86 |
| B- | 82-80 |
| C+ | 77-79 |
| C | 73-76 |
| C- | 70-72 |
| D+ | 67-69 |
| D | 63-66 |
| D- | 60-62 |
| F | 59 |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Student Affairs Law, Policy, Governance, and Ethics** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to higher education student affairs regulations and compliance. | | CLO1 | |
| * 1. Create personal and professional codes of ethics. | | CLO4 | |
| * 1. Apply (or demonstrate) analysis and effective writing skills to support your position on a chosen controversial student affairs issue. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200 to 250 words that addresses all the prompts for the question by 11:59 p.m. (EST) of the listed due date.  By the conclusion of each week, 11:59 p.m. (EST) on Sunday unless otherwise stated, you will make at least one substantive comment of no less than 150 words to your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback.  It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](https://static1.squarespace.com/static/502c5d7e24aca01df4766eb3/t/582ca64415d5db470077cce7/1479321157165/RISE_info-peer.pdf). | | N/A | N/A |
| **Statements about Confidentiality, Self-Disclosure, and Student Distress**  **Self-Disclosure:** As is common in most graduate counseling courses, there will be opportunities in this class to talk about yourself and share personal thoughts, feelings, opinions, ideas, and experiences both in the online exercises and during the residency. You are in charge of monitoring your own level of comfort in self-disclosure. You will not be expected to disclose more about yourself than you choose to share. In the same respect, self-disclosure is a process that must be used with discretion and specific to course content and discussion. It should not detract from the lesson plan or normal group process related to course learning. Although this course may be therapeutic for some students, it is not intended to serve the purpose of therapy.  **Student Distress:** If any of our class topics trigger past trauma or present distress for you, please reach out to a helping professional for support. I will be happy to give you a referral—just ask.  **Confidentiality:** Both the instructor and students will need to protect the confidentiality of persons who may be described in various aspects of this course. Please always practice discretion. Caution: Descriptions may reveal more than names do. Your comments are not confidential where state law requires the reporting of threats of harm, violence, or child abuse and neglect (from evidence or suspicion), and when information is subpoenaed by the courts.  **Post** an acknowledgment that you have read and understood the above statements. | | N/A | N/A |
| **Readings and Videos**  **Read** the following:   * CNS 511 Course Assignment Grading Guidelines/Rubrics * [ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf) * [ACPA Statement of Ethical Principles and Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf) * [NASPA’s Professional Competency Areas for Student Affairs Educators](http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf) * [Council for the Advancement of Standards in Higher Education’s (CAS) Statement of Shared Ethical Principles](https://www.naspa.org/images/uploads/main/CASethicsstatement.pdf) * [Gwynedd Mercy University Mission, Core Values, and Statement of Beliefs](https://www.gmercyu.edu/about-gmercyu/mission) * [Sisters of Mercy](https://www.sistersofmercy.org/about-us/mission-values/) Mission and Values * [Sisters of Mercy Critical Concerns](https://www.sistersofmercy.org/files/documents/resources/Justice/CriticalConcerns-1Pger-FINAL.pdf) * [Sisters of Mercy Social Justice Advocacy](https://www.sistersofmercy.org/what-we-do/social-justice-advocacy/) (Make sure to review the Critical Concerns information at the bottom of the page.) | | Week 1 | Readings & Video review = **1 hour** |
| **Ice Breaker: Introductions**  **Prepare** a video introduction that includes responses to the following questions by 11:59 p.m. (EST) on Wednesday:   * Briefly introduce yourself to your classmates. * What is your educational and professional background? * What would you like to get out of this course? * What areas of student affairs are you most interested in working? * What is your advocacy area of interest in student affairs? * Where do you hope to do your field placement? * Any other information you think would be useful/beneficial to share.   **Post** comments, additional questions, and/or ask for clarification to your classmates’ posts by 11:59 p.m. (EST) on Sunday. | | N/A | Discussion (one post):  **1 hour** |
| **Food for Thought Discussion Overview**    Issues in higher education are always evolving at a fast pace and in several directions. To stay current, student affairs professionals can access the following free online resources:   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](https://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   During the course, you will engage in discussions about student affairs in the American higher education system. This discussion provides you with an opportunity to share current topics and initiatives in the field of student affairs and discuss how these topics affect us in the different divisions of student affairs.  Each week, you will select an article and prepare a brief summary and analysis of the issue being discussed, including examples of how the article content could inform your current or future practice in student affairs. | | N/A | N/A |
| **Policy Brief Assignment Overview**  Resource:   * [Policy Brief](https://writingcenter.unc.edu/policy-briefs/)   Student affairs professionals are often called upon to prepare written documents explaining complex issues facing administrative units, proposals for new programs, or documentation of the need to continue existing programs. Since senior-level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.  Over the first two weeks, you will prepare two policy brief papers related to important, current, compelling, and controversial issues in student affairs. The chosen issue must be considered controversial, and you should be able to make a reasonable argument both supporting and opposing it. For example, sexual assault and sexual harassment are not controversial issues. One cannot reasonably argue in support of sexual assault or harassment. One can, however, argue the merits of a particular policy for handling charges of sexual harassment or assault.  The goal in this assignment is for you to present a reasoned, analytically sound, empirically valid, and well-written argument that provides a (policy) answer to the selected student affairs issue. You are expected to take a position on the issue and back up your points with sound research. As such, it is both an opinion piece and a research paper. In order to make your argument persuasive, you need to provide appropriate factual evidence to support your claims.  Each policy brief paper should be roughly 4-5 pages (not including title, abstract, and references pages), include a minimum of three scholarly sources, and follow APA style formatting. Non-scholarly sources can be included as additional supportive sources when appropriate. You must have a reference for any factual information you use to support your argument that is not common knowledge.  Each policy brief paper should clearly state the issue being addressed and provide a brief explanation of the issue. The issue should be clear in the first paragraph. Constructing a guiding question, which could be answered from both positive and negative perspectives, is a good way to determine whether you’re sufficiently focused on your issue.   * What is the most compelling argument supporting a position on the issue? * What is the most compelling argument opposing that position on the issue? * What is your position on the issue? Make a convincing case to explain why you have taken that position. * What are the implications of your position for student affairs practice?   **Important dates**   * Policy Brief #1 – Due by 11:59 p.m. (EST) on Sunday of Week 1. * Policy Brief #2 – Due by 11:59 p.m. (EST) on Sunday of Week 2. | | N/A | N/A |
| **Site Visit Presentation Overview**  During the first few weeks of the course, you will be conducting a campus visit and preparing a 45-minute narrated presentation that reviews the student affairs division of a higher education institution of your choice. The purpose of the site visit is to gain a better understanding of a unique institutional setting and how that setting influences the student affairs function.  You should begin immediately arranging a campus visit at the start of the course. It is possible that you will not be able to accomplish your review in one visit. Different campus settings reflecting various institutional mission statements and organizational arrangements within student affairs should be selected. Ideally, you will meet with the senior student affairs officer (e.g., vice president of student affairs) or someone near that level, and possibly others involved in student affairs at your chosen institution.  For this presentation, you will be responsible for studying and analyzing a specific institution, its student affairs division, and one functional area within student affairs. Presentations should include thorough descriptions of the following:   * **The institutional setting.** What are the characteristics that contribute to the uniqueness of the campus setting (e.g., size, affiliation, mission, location, faculty, curriculum, students, costs, etc.)? What are the institution’s values as expressed through its mission? How is it organized to realize those values? What is its relationship to the community? What are its constituent groups (e.g., students, administrators, faculty, and alumni) like?   A major goal of the assignment is to learn about different types of institutions (e.g., major research, small liberal arts, community college) and how those types influence the structure and function of student affairs. Help us to understand the type of college or university you visited and how that helps to shape the campus. One way you might think about the institution is to consider its peer institutions or competitors.     * **Student affairs division.** What is the mission of the student affairs division? How is student affairs organized to realize that mission (i.e., What functional areas constitute the student affairs division? Who reports to whom?)? How does the student affairs mission support or conflict with the institutional mission? What is the role of student affairs within the institution? What is its relationship to other administrative units on campus? What role does the senior student affairs officer play?   It may be helpful to get a copy of the organization chart for the student affairs division and distribute this to class members. In addition, choose one functional area of student affairs on this campus to highlight in more detail.   * **Diversity on campus.** In what ways is diversity present on the campus (think broadly, not just about race/ethnicity)? Has the institution articulated multiculturalism or diversity as an institutional goal? What specific programs have been implemented to enhance and support diversity on campus? Has the curriculum been modified to become more multicultural? Which divisions (e.g., academic affairs, student affairs) have been most instrumental in establishing and realizing multicultural goals for the institution? What has been the student affairs division’s response to increasing student diversity? (Note: The institution may not have an actual written diversity statement. However, what evidence can you find of efforts to address diversity and multiculturalism on the campus?)   While each of these three areas must be addressed, the focus of the project is on better understanding a unique institutional setting and how that setting influences the student affairs function.  *Note:* Students must indicate the selected higher education site in the wiki sign-up.  This Site Visit Presentation is due by 11:59 p.m. (EST) on Sunday of Week 5. | | N/A | N/A |
| **Wiki Sign-up: Campus Visit Location Approval**  **Select** the institution that you will be using for the Campus Visit Presentation.  **Navigate** to the wiki page.  **Post** your name, the institution name, and the location of the institution campus that you will be visiting in the next open row in the wiki by clicking **Edit Wiki Content**.  *Note:* Only one student may sign up for each topic unless otherwise noted.  **Submit** your wiki entry by 11:59 p.m. (EST) on Sunday. | | 5.2, 5.3 | Document: one private post = **0.5 hours** |
| **Professional Development Portfolio Overview**  For this course, you are required to develop a portfolio that will showcase your professional development and growth in the field of student affairs. The purpose of this portfolio is to demonstrate competence in student affairs organized by the [Eight Competency Areas](https://www.cacrep.org/section-2-professional-counseling-identity/) as outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).  Your Professional Development Portfolio should include the following components:   * Curriculum vitae – related assignment draft due on Sunday of Week 3 * ACA & ACPA codes of ethics (include copies of each code of ethics) * Personal and professional codes of ethics – related assignment draft due on Sunday of Week 2 * Personal education plan – related assignment draft due on Sunday of Week 3 * Licensing regulations governing the training of counselors (as related to personal goals) * A section for each of the eight competency areas as outlined by CACREP that includes representative work samples:   + Human Growth & Development   + Social & Cultural Foundations   + Helping Relationships   + Group Work   + Career & Lifestyle Development   + Appraisal   + Research & Program Evaluation   + Professional Orientation & Ethics * Any assignments, documents, course materials, letters, etc., that advance your training as a counselor and student affairs professional (e.g., workshop or forum certificates, etc.).   You will submit the Professional Development Portfolio as one document by 11:59 p.m. (EST) on Sunday. | | N/A | N/A |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  *Note:* A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Food for Thought - Regulations and Compliance**    **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](https://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to student affairs regulations and compliance (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reason why you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note:* This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Personal & Professional Codes of Ethics**  **Resources:**   * [ACA Code of Ethics](https://www.counseling.org/resources/aca-code-of-ethics.pdf) * [ACPA Statement of Ethical Principles and Standards](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf) * [NASPA’s Professional Competency Areas for Student Affairs Educators](http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf) * [Council for the Advancement of Standards in Higher Education’s (CAS) Statement of Shared Ethical Principles](https://www.naspa.org/images/uploads/main/CASethicsstatement.pdf) * [Gwynedd Mercy University Mission, Core Values, and Statement of Beliefs](https://www.gmercyu.edu/about-gmercyu/mission) * [Sisters of Mercy](https://www.sistersofmercy.org/about-us/mission-values/) Mission and Values * [Sisters of Mercy Critical Concerns](https://www.sistersofmercy.org/files/documents/resources/Justice/CriticalConcerns-1Pger-FINAL.pdf) * [Sisters of Mercy Social Justice Advocacy](https://www.sistersofmercy.org/what-we-do/social-justice-advocacy/) (Make sure to review the Critical Concerns information at the bottom of the page.)   During this course, you will be developing both a personal code of ethics and a professional code of ethics.  Personal and professional codes of ethics can be used to guide you through the decision-making process. When a situation arises and a difficult choice has to be made, your code of ethics is what you will use to help you come to a final decision. It is a written reminder of what you believe and a motivator for why you do what you do.  You may choose to prepare a written code of ethics or do something more creative (e.g., a shield, pictures, a PowerPoint slide, Padlet wall, etc.).  **Think** about the values, beliefs, and expectations you have for yourself both personally and professionally. Start by writing two separate reflection pages – one for your personal values/code and one for your professional values/code. It is all right if they overlap and if there are differences.  **Write** a journal entry or create a visual display that addresses the following:   * What characteristics are most important to you? * What do you want to be known for? * What meaningful feedback have you gotten about yourself, and what experiences have you had that have helped shaped your ethical framework? * How does your ethical framework relate to Gwynedd Mercy University’s mission and values as well as that of the Sisters of Mercy?   **Submit** your journal entry and/or a link to your visual display by Sunday 11:59 p.m. (EST).  *Note*: The Personal & Professional Codes of Ethics assignment will also be submitted as part of the Professional Development Portfolio due in Week 7. | | 1.2, 7.2, ULO5 | Journal: one private post = **0.5 hours** |
| **Policy Brief #1**  The goal in this assignment is for you to present a reasoned, analytically sound, empirically valid, and well-written argument that provides a (policy) answer to the selected student affairs issue. You are expected to take a position on the issue and back up your points with sound research. As such, it is both an opinion piece and a research paper. In order to make your argument persuasive, you need to provide appropriate factual evidence to support your claims.  **Select** an important, current, compelling, and controversial issue in student affairs.  **Locate** a minimum of three scholarly sources that present a variety of perspectives on the issue.  *Note*: Non-scholarly sources can be included as additional supportive sources when appropriate.  **Write** a 4–5-page policy brief that presents a clear definition and brief explanation of the issue being addressed as well as responses to the following prompts.   * What is the most compelling argument supporting a position on the issue? * What is the most compelling argument opposing that position on the issue? * What is your position on the issue? Make a convincing case to explain why you have taken that position. * What are the implications of your position for student affairs practice?   APA style references must be provided for any factual information you use to support your argument that is not common knowledge.  **Submit** the policy brief by Sunday 11:59 p.m. (EST). | | 1.3 | Researched paper (private  post) = **2 hours** |
| **Total** |  |  | **7** |

# Faculty Notes

**Course Setup**

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session for later in the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording be posted to the course page so any student who misses the session can review it later in the week.

*Note:* It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

**Wiki Sign-up:** A wiki has been created for this assignment. However, you must populate the wiki with the table provided below. Students can then add their replies to each row. Please complete the following steps to populate the wiki:

1. Navigate to *Course Tools* 🡪 *Wikis*.
2. Click on the wiki for this assignment.
3. Enter the assignment title in the *Name* field.
4. Copy/paste the following table into the content area, then click *Submit*:

|  |  |  |
| --- | --- | --- |
| **Student Name** | **Institution Name** | **Campus Location** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Two: Student Affairs Leadership & Professionalism | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to higher education student affairs leadership practices. | | CLO1 | |
| * 1. Develop a curriculum vitae that highlights the skills, experiences, and education related to a position in student affairs. | | CLO4 | |
| * 1. Develop a professional development and growth plan that will showcase your professional development and growth in the field of student affairs. | | CLO2, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * [What's the Difference Between a Resume and a CV?](https://www.indeed.com/career-advice/resumes-cover-letters/difference-between-resume-and-cv) * [Writing the Curriculum Vitae](https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html) * [Curriculum Vitae (CV) Samples and Writing Tips](https://www.thebalancecareers.com/cv-samples-and-writing-tips-2060349) * Making a Commitment to Professional Growth: Realizing the Potential of Professional Portfolios. * [Creating Your Professional Counselor Portfolio](https://www.counseling.org/docs/default-source/vistas/vistas_2005_vistas05-art49.pdf?sfvrsn=5c17e502_11) * [How to Create a Personal Learning Plan](https://www.mindtools.com/pages/article/personal-learning-plan.htm)   *Note:* Additional readings are based upon the current issues/practices topic you have selected for this week’s assignments. | | Week 2 | Readings:  **1.0 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Food for Thought - Student Affairs Leadership Practices**    **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](http://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to student affairs leadership practices (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reasonwhy you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 2.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Discussion: Developing a Curriculum Vitae**  **Resources:**   * [What's the Difference Between a Resume and a CV?](https://www.indeed.com/career-advice/resumes-cover-letters/difference-between-resume-and-cv) * [Writing the Curriculum Vitae](https://owl.purdue.edu/owl/job_search_writing/resumes_and_vitas/writing_the_cv.html) * [Curriculum Vitae (CV) Samples and Writing Tips](https://www.thebalancecareers.com/cv-samples-and-writing-tips-2060349)   A curriculum vitae (or CV) is an expanded version of a resume and is the preferred document for applicants working in higher education. Your CV should contain a relatively complete list of your academic and professional experiences. At this point in your career, you may have more of a resume format than a CV.  **Review** the provided resources (and conduct any additional research needed).  **Brainstorm** and **list** all possible experiences, trainings, etc., as they come to mind. You can then work through them to develop your CV.  **Write** a draft version of your CV.  **Post** your draft CV document and a response to the following prompts by Thursday 11:59 p.m. (EST).   * What details do you still need to add to your CV? * In what areas would you like to gain more experience, and how are you going to accomplish this? * What resources, job opportunities, or experiences will help round out your CV as you look to start applying for jobs in the field?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' CVs by 11:59 p.m. (EST) on Sunday.  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you.  A final version of your CV will be submitted as part of the Professional Development Portfolio due in Week 7. | | 2.2, 7.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Journal: Personal Learning Plan**  **Resources:**   * Making a Commitment to Professional: Realizing the Potential of Professional Portfolios * [Creating Your Professional Counselor Portfolio](https://www.counseling.org/docs/default-source/vistas/vistas_2005_vistas05-art49.pdf?sfvrsn=5c17e502_11) * [How to Create a Personal Learning Plan](https://www.mindtools.com/pages/article/personal-learning-plan.htm)   **Write** a personal learning plan that addresses the following:   * Your purpose for pursuing a student affairs counseling degree * What you bring to the field that will enhance self and others * Your strengths and areas of growth and improvement in the field of counseling and student affairs * Potential hindrances to meeting these goals * Your professional and personal goals * Your goals for the remainder of your master’s program, including field placement * Your self-care strategies * Anything else you feel is relevant   **Submit** your journal entry by Sunday 11:59 p.m. (EST).  *Note:* The Personal Learning Plan will also be submitted as part of the Professional Development Portfolio due in Week 7. | | 2.2, 2.3 | Journal: one private post = **0.5 hours** |
| **Policy Brief #2**  The goal in this assignment is for you to present a reasoned, analytically sound, empirically valid, and well-written argument that provides a (policy) answer to the selected student affairs issue. You are expected to take a position on the issue and back up your points with sound research. As such, it is both an opinion piece and a research paper. In order to make your argument persuasive, you need to provide appropriate factual evidence to support your claims.  **Select** an important, current, compelling, and controversial issue in student affairs.  **Locate** a minimum of three scholarly sources that present a variety of perspectives on the issue.  *Note:* Non-scholarly sources can be included as additional supportive sources when appropriate.  **Write** a 4–5-page policy brief that presents a clear definition and brief explanation of the issue being addressed as well as responses to the following prompts:   * What is the most compelling argument supporting a position on the issue? * What is the most compelling argument opposing that position on the issue? * What is **your**position on the issue? Make a convincing case to explain why you have taken that position. * What are the implications of your position for student affairs practice?   APA style references must be provided for any factual information you use to support your argument that is not common knowledge.  **Submit** the policy brief by Sunday 11:59 p.m. (EST). | | 1.3 | Researched paper (private  post) = **2 hours** |
| **Total** |  |  | **6** |

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Equity, Access, Recruitment, and Admissions | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to access, equity, diversity, and inclusion in higher education student affairs. | | CLO1 | |
| * 1. Analyze best practice strategies in student recruitment and admissions. | | CLO1, CLO4 | |
| * 1. Evaluate model programs, policies, and protocols related to access, affordability, and choice in higher education. | | CLO1, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  *Note:* Readings are based upon the current issues/practices topic you have selected for this week’s assignments. | | Week 3 | Readings:  **0.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Food for Thought - Access, Equity, and Diversity**    **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](http://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to access, equity, diversity, and inclusion in student affairs (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reasonwhy you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 3.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Journal: Recruitment & Admissions**  **Reflect** on what you have learned about the admissions and recruitment departments for the college/university that you are using for your Site Visit Presentation (due in Week 5).  **Conduct** supplemental research about strategies for the successful recruitment of students.  This is an opportunity for you to offer your informed perspective based on your experience at this site and a review of current literature about suggestions for the successful recruitment of students.  **Write** a 1050–1200-word entry that addresses the following:   * A description of the staffing and resources available in the admissions and recruitment departments * From the perspective of a prospective student or parent of a prospective student, how easy is it to navigate their website? * What is their target population? Would you want to go there? Why or why not? * What are they doing well, and what improvements could they make to recruit potential students?   **Submit** your journal entry by Sunday 11:59 p.m. (EST). | | 3.2 | Research and Journal: one private post = **1 hours** |
| **Current Issue Presentation: Access, Affordability, and Choice in Higher Education**  Higher education is more accessible than ever before—and it is also more expensive. Families and prospective students have more to consider in choosing a college than at any other time in history.  This current issue presentation should focus on the areas of access, affordability, and choice for students and families as they navigate what their individual needs may be, and how they can feel confident in selecting a college or university that will provide the best resources and support for the student.  **Prepare** a narrated presentation of no longer than 30 minutes that addresses the following:   * When and why has this topic emerged as an issue worth studying in the context of student affairs? * What are the issues and the parameters that need to be considered? * How are universities addressing (or not addressing) the issue?   + Is this topic one that is addressed by various offices throughout the campus community, or is one single office responsible for the policy/program/protocol?   + What model programs/policies/protocols have you discovered in your research? What makes them aspirant programs? Why did you select these as models?   + What other issues related to your topic need to be addressed or are relevant to the issue in the present context of higher education?   *Note:* You are permitted to use both scholarly and non-scholarly sources. Be sure to cite referenced materials using APA style formatting.  Both content and presentation skills will be evaluated in the grading of this assignment.  **Submit** your narrated PowerPoint presentation by 11:59 p.m. (EST) on Sunday.  **Review** at least one classmate’s presentation and **post** constructive criticism, clarification, additional questions, or your own relevant thoughts by 11:59 p.m. (EST) on Wednesday of Week 4.  *Note*: Be sure to select a presentation that has not been previously commented on. | | 3.3 | Research, Presentation & Discussion (one post) = **2 hours** |
| **Total** |  |  | **5.0** |

# Faculty Notes

**Current Issue Presentation:** This presentation is submitted to a discussion board so that it can be viewed by other students. While students are required to review another classmate’s presentation during the following week, the discussion board is not part of the grading. Be sure to use the presentation grading rubric provided in the *Course Assignment Grading Guidelines-Rubrics - Faculty version* document located within the Start Here menu in Blackboard.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Student Health and Well-Being | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to student mental health, well-being, and campus safety in higher education student affairs. | | CLO1 | |
| * 1. Analyze best practice strategies related to college student mental health and wellness. | | CLO1, CLO4 | |
| * 1. Evaluate model programs, policies, and protocols related to federal regulations such as FERPA, the Clery Act, etc. | | CLO1, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read the following:**   * [Family Educational Rights and Privacy Act (FERPA)](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) * [Legislative History of Major FERPA Provisions](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/leg-history.html) * [Federal Register: 34 CFR Part 668 Violence Against Women Act](https://www.govinfo.gov/content/pkg/FR-2014-10-20/pdf/2014-24284.pdf#page=33) * [Summary of the Jeanne Clery Act: A Compliance and Reporting Overview](https://clerycenter.org/policy-resources/the-clery-act/)   *Note:* Additional readings are based upon the current issues/practices topic you have selected for this week’s assignments. | | Week 4 | Readings:  **1.0 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Current Issue Presentation: Access, Affordability, and Choice in Higher Education**  **Review** at least one classmate’s presentation.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts by Wednesday 11:59 p.m. (EST).  *Note*: Be sure to select a presentation that has not been previously commented on. | | 3.3 | N/A |
| **Discussion: Food for Thought - Student Mental Health, Well-Being, and Safety**  **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](http://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to student mental health, well-being, or campus safety (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reasonwhy you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 4.1 | Discussion: one post and replies to three other posts = **1.5 hour** |
| **Journal: College Student Mental Health Issues**  **Write** a 1050–1200-word entry that includes the following:   * What factors (academic, social, societal, family, etc.) have contributed to the increased rates of mental health issues and suicide on college campuses? * Which functional area(s) in student affairs is responsible for supporting college student mental health, and why/how? * What do you see as your role in student mental health in your current/future student affairs practice?   **Submit** your journal entry by Sunday 11:59 p.m. (EST). | | 4.2 | Journal/ Essay: one private post = **0.5 hours** |
| **Discussion: Greek Life & Substance Abuse**  **Conduct** a review of current literature. You may use the resources listed in the Food for Thought discussions as well as scholarly literature.  **Locate** a recent (within 2 years), relevant case example that involves Greek life and substance abuse on a college/university campus.  **Write** a summary of the story and the outcome (if there is one) by Thursday 11:59 p.m. (EST). Be sure to include responses to the following questions:   * How well do you feel the situation was handled by the college/university? * What steps were taken (that you can find out)? * What changes (if any) were made to policies related to alcohol, Greek life, or student affairs? * What additional information would you need to know in order to handle this situation effectively if you worked on campus? * How well do you feel the incident was handled publicly? Is the reputation of the school tarnished in any way?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 4.2 | Research and Discussion: one post and replies to three other posts = **2 hour**s |
| **Current Issue Presentation: FERPA, The Clery Act & Sexual Assault on Campus**  **Resources:**   * [Family Educational Rights and Privacy Act (FERPA)](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) * [Legislative History of Major FERPA Provisions](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/leg-history.html) * [Federal Register: 34 CFR Part 668 Violence Against Women Act](https://www.govinfo.gov/content/pkg/FR-2014-10-20/pdf/2014-24284.pdf#page=33) * [Summary of the Jeanne Clery Act: A Compliance and Reporting Overview](https://clerycenter.org/policy-resources/the-clery-act/)   Investigate the history and context of FERPA and the Clery Act in higher education. Look to the current scholarly and non-scholarly literature for case examples, rates of sexual assault on college campuses, and what is being done to address sexual assault on campuses. It is critical to include in this presentation the history of this topic and how it has evolved.  **Prepare** a narrated presentation of no longer than 30 minutes that addresses the following:   * Why did this topic emerge as an important one for us to study, and when did it start to emerge in the context of student affairs? * How are universities addressing or not addressing the issue? * What are the issues and the parameters that need to be considered?   + Is this topic one that is addressed by various offices throughout the campus community, or is one single office responsible for the policy/program/protocol?   + What model programs/policies/protocols have you discovered in your research? What makes them aspirant programs? Why did you select these as models?   + What other issues related to your topic need to be addressed or are relevant to the issue in the present context of higher education?   *Note:* You are permitted to use both scholarly and non-scholarly sources. Be sure to cite referenced materials using APA style formatting.  Both content and presentation skills will be evaluated in the grading of this assignment.  **Submit** your narrated PowerPoint presentation by 11:59 p.m. (EST) on Sunday.  **Review** at least one classmate’s presentation and **post** constructive criticism, clarification, additional questions, or your own relevant thoughts by 11:59 p.m. (EST) on Wednesday of Week 5.  *Note*: Be sure to select a presentation that has not been previously commented on. | | 4.3 | Research, Presentation & Discussion (one post) = **2 hours** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Current Issue Presentation:** This presentation is submitted to a discussion board so that it can be viewed by other students. While students are required to review another classmate’s presentation during the following week, the discussion board is not part of the grading. Be sure to use the presentation grading rubric provided in the *Course Assignment Grading Guidelines-Rubrics - Faculty version* document located within the Start Here menu in Blackboard.

**Discussion: Current Issue Presentation:** The discussion board portion of this assignment is not graded.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Five: Student Affairs Programming | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to higher education student affairs organizational models, program assessment, and evaluation. | | CLO1 | |
| * 1. Apply organizational management and leadership theories to the student affairs department of a selected higher education institution. | | CLO2 | |
| * 1. Evaluate the programs, policies, and protocols of a student affairs department of a selected higher education institution. | | CLO1, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  *Note:* Readings are based upon the current issues/practices topic you have selected for this week’s assignments. | | Week 5 | Readings:  **0.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Current Issue Presentation: FERPA, The Clery Act & Sexual Assault on Campus**  **Review** at least one classmate’s presentation and **post** constructive criticism, clarification, additional questions, or your own relevant thoughts by 11:59 p.m. (EST) on Wednesday of Week 5.  *Note*: Be sure to select a presentation that has not been previously commented on. | | 4.3 | N/A |
| **Discussion: Food for Thought - Student Affairs Organizational Models, Program Assessment, and Evaluation**    **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](http://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to student affairs organizational models, program assessment, and evaluation (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reasonwhy you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 5.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Assignment: Site Visit Presentation**  This assignment will help you to gain a better understanding of a unique institutional setting and how that setting influences the student affairs function. For the presentation, you will be responsible for studying and analyzing a specific institution, its student affairs division, and one functional area within student affairs.  *Note:* This assignment may require more than one visit to your chosen institution.  **Prepare** a 45-minute narrated presentation that reviews the student affairs division of your selected higher education institution.  Presentations should include thorough descriptions of the following:   * **The institutional setting.** What are the characteristics that contribute to the uniqueness of the campus setting (e.g., size, affiliation, mission, location, faculty, curriculum, students, costs, etc.)? What are the institution’s values as expressed through its mission? How is it organized to realize those values? What is its relationship to the community? What are its constituent groups (e.g., students, administrators, faculty, and alumni) like?   A major goal of the assignment is to learn about different types of institutions (e.g., major research, small liberal arts, community college) and how those types influence the structure and function of student affairs. Help us to understand the type of college or university you visited and how that helps to shape the campus. One way you might think about the institution is to consider its peer institutions or competitors.   * **Student affairs division.** What is the mission of the student affairs division? How is student affairs organized to realize that mission (i.e., What functional areas constitute the student affairs division? Who reports to whom?)? How does the student affairs mission support or conflict with the institutional mission? What is the role of student affairs within the institution? What is its relationship to other administrative units on campus? What role does the senior student affairs officer play?   It may be helpful to get a copy of the organization chart for the student affairs division and distribute this to class members. In addition, choose one functional area of student affairs on this campus to highlight in more detail.   * **Diversity on campus.** In what ways is diversity present on the campus (think broadly, not just about race/ethnicity)? Has the institution articulated multiculturalism or diversity as an institutional goal? What specific programs have been implemented to enhance and support diversity on campus? Has the curriculum been modified to become more multicultural? Which divisions (e.g., academic affairs, student affairs) have been most instrumental in establishing and realizing multicultural goals for the institution? What has been the student affairs division’s response to increasing student diversity? (Note: The institution may not have an actual written diversity statement. However, what evidence can you find of efforts to address diversity and multiculturalism on the campus?)   While each of these three areas must be addressed, the focus of the project is on better understanding a unique institutional setting and how that setting influences the student affairs function.  **Submit** the Site Visit Presentation by 11:59 p.m. (EST) on Sunday. | | 5.2, 5.3 | Observation/Site Visit & Presentation: one private post = **5 hours** |
| **Total** |  |  | **7 hours** |

# Faculty Notes

**Current Issue Presentation:** This presentation is submitted to a discussion board so that it can be viewed by other students. While students are required to review another classmate’s presentation during the following week, the discussion board is not part of the grading. Be sure to use the presentation grading rubric provided in the *Course Assignment Grading Guidelines-Rubrics - Faculty version* document located within the Start Here menu in Blackboard.

**Discussion: Current Issue Presentation:** The discussion board portion of this assignment is not graded.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Six: Retention & Student Success Practices | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to student success practices, civic learning/democratic engagement, and globalism/internationalization in student affairs. | | CLO1 | |
| * 1. Analyze best practice strategies related to student affairs and the second-year experience. | | CLO1, CLO4 | |
| * 1. Evaluate model programs, policies, and protocols related to student retention. | | CLO1, CLO3, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  *Note:* Readings are based upon the current issues/practices topic you have selected for this week’s assignments. | | Week 6 | Readings:  **0.5 hours** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Food for Thought - Student Success Practices, Civic Learning, and Globalism**    **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](http://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to student success practices, civic learning/democratic engagement, or globalism/internationalization (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reasonwhy you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 6.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| **Discussion: The Second-Year Experience**  There is great emphasis and programming on the first-year experience for college students, as well as transitional programs, internship opportunities, career planning assistance, etc., for juniors and seniors. The second-year experience is often left out, leaving students in jeopardy of feeling lost or unsupported.  **Reflect** on your own second-year experience and the resources or programming you utilized (or did not take advantage of) as a student.  **Conduct** supplemental research (scholarly and non-scholarly resources) to seek out what schools are doing to support this population (if anything).  **Respond** to the following prompts by Thursday 11:59 p.m. (EST). Provide specific examples to support your answers:     * Share your experience during your second year of college and review the resources or programming you utilized (or did not take advantage of) as a student. * Share what you have learned about this pivotal year for college students.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by 11:59 p.m. (EST) on Sunday.  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 6.2 | Research & Discussion: one post and replies to three other posts = **1.5 hours** |
| **Discussion: Current Issue Presentation: Student Retention**  Retaining students from year to year is a paramount concern for colleges and universities.  This current issue presentation should include case examples of programs and initiatives that are successfully working at retaining students, in all different modalities (traditional on-campus programs, two-year community colleges, online, etc.).  **Prepare** a narrated presentation of no longer than 30 minutes that addresses the following:   * When and why has this topic emerged as an issue worth studying in the context of student affairs? * What are the issues and the parameters that need to be considered? * How are universities addressing (or not addressing) the issue?   + Is this topic one that is addressed by various offices throughout the campus community, or is one single office responsible for the policy/program/protocol?   + What model programs/policies/protocols have you discovered in your research? What makes them aspirant programs? Why did you select these as models?   + What other issues related to your topic need to be addressed or are relevant to the issue in the present context of higher education?   *Note:* You are permitted to use both scholarly and non-scholarly sources. Be sure to cite referenced materials using APA style formatting.  Both content and presentation skills will be evaluated in the grading of this assignment.  **Submit** your narrated PowerPoint presentation by 11:59 p.m. (EST) on Sunday.  **Review** at least one classmate’s presentation by Wednesday of week 7.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts by 11:59 p.m. (EST) on Wednesday of Week 7.  *Note*: Be sure to select a presentation that has not been previously commented on. | | 6.3 | Research, Presentation & Discussion (one post) = **2 hours** |
| **Total** |  |  | **5.5 hours** |

# Faculty Notes

**Current Issue Presentation:** This presentation is submitted to a discussion board so that it can be viewed by other students. While students are required to review another classmate’s presentation during the following week, the discussion board is not part of the grading. Be sure to use the presentation grading rubric provided in the *Course Assignment Grading Guidelines-Rubrics - Faculty version* document located within the Start Here menu in Blackboard.

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: Meeting Student Affairs Competencies; The Student Affairs – University Mission Connection | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Examine current literature related to student development intervention models. | | CLO1 | |
| * 1. Assess proficiency in applying student affairs administration competencies. | | CLO4 | |
| * 1. Describe the connection between a university’s mission and student affairs. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  *Note:* Readings are based upon the current issues/practices topic you have selected for this week’s assignments. | | Week 7 | Readings:  **0.5 hours** |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Reflect** on the concepts covered in the preceding weeks of this course.  **Send** any remaining questions you have about these concepts to the instructor no later than one day prior to the scheduled session.  **Prepare** to discuss any insights that you have concerning the content of the course and to provide constructive feedback.  **Participate** in the scheduled live session with the course instructor. This session will provide a wrap-up of the class.  *Note*: A recorded lecture will be made available to those who are unable to attend the live session. | | Course | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Current Issue Presentation: Student Retention**  **Review** at least one classmate’s presentation and **post** constructive criticism, clarification, additional questions, or your own relevant thoughts by 11:59 p.m. (EST) on Wednesday.  *Note*: Be sure to select a presentation that has not been previously commented on. | | 6.3 | N/A |
| **Discussion: Food for Thought - Student Development Intervention Models**    **Resources:**   * [Inside Higher Ed](http://www.insidehighered.com/) * [Chronicle of Higher Education](http://www.chronicle.com/) * [American Council on Education](http://www.acenet.edu/) * [Diverse Issues in Higher Education](http://www.diverseeducation.com/) * [The New York Times](http://www.nytimes.com/) * [Huffington Post](http://www.huffingtonpost.com/)   **Select** an article related to student development intervention models (or another issue recently in the news) that catches your attention.  **Write** a brief summary and analysis of the selected article by Thursday 11:59 p.m. (EST). Be sure to include the following:   * A link to the selected article * The reasonwhy you chose this article * Commentary and feedback, including examples of how the article content could inform your current or future practice in student affairs   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to at least three of your classmates’ responses by Sunday 11:59 p.m. (EST).  *Note*: This assignment requires a minimum of three feedback posts along with comments to classmates’ posts to you. | | 7.1 | Discussion: one post and replies to three other posts = **1.5 hours** |
| Professional Development Portfolio  For this course, you are required to develop a portfolio that will showcase your professional development and growth in the field of student affairs. The purpose of this portfolio is to demonstrate competence in student affairs organized by the [Eight Competency Areas](https://www.cacrep.org/section-2-professional-counseling-identity/) as outlined by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).  Your Professional Development Portfolio should include the following components:   * Curriculum vitae – related assignment draft due on Sunday of Week 3 * ACA & ACPA codes of ethics (include copies of each code of ethics) * Personal and professional codes of ethics – related assignment draft due on Sunday of Week 2 * Personal education plan – related assignment draft due on Sunday of Week 3 * Licensing regulations governing the training of counselors (as related to personal goals) * A section for each of the eight competency areas as outlined by CACREP that includes representative work samples:   + Human Growth & Development   + Social & Cultural Foundations   + Helping Relationships   + Group Work   + Career & Lifestyle Development   + Appraisal   + Research & Program Evaluation   + Professional Orientation & Ethics * Any assignments, documents, course materials, letters, etc., that advance your training as a counselor and student affairs professional (workshop or forum certificates, etc.).   **Submit** your portfolio as one document by 11:59 p.m. (EST) on Sunday. | | 7.2 | Portfolio:  **1.5 hours** |
| **Final Exam**  The purpose of this assignment is to demonstrate a synthesis of the information covered in class throughout the semester. Using your research, creativity, and analytical skill, answer both questions thoroughly.  **Write** an 8–10-page (2800-4000 words) paper, not including title and references pages, that addresses the following prompts:   * Most administrators would argue that regardless of an institution’s formal mission statement, the purpose of all universities is to transform students’ lives. Discuss how divisions of student affairs can and should support that universal mission. * Examine the mission of the university you used for your site visit assignment. Discuss how the division of student affairs at that institution may or may not be contributing to the values and goals of the university mission. Provide specific examples.   Be sure to adhere to APA style formatting.  **Submit** your exam by 11:59 p.m. (EST) on Sunday. | | 7.3 | Paper:  **2 hours** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Discussion: Current Issue Presentation:** The discussion board portion of this assignment is not graded.

# Breakdown of Academic Instructional Equivalencies

|  |  |
| --- | --- |
|  | **AIE Hours** |
| **Week 1** |  |
| Required | 6.0 |
| Supplemental | 1.0 |
| **Week 2** |  |
| Required | 6.0 |
| **Week 3** |  |
| Required | 5.0 |
| **Week 4** |  |
| Required | 7.0 |
| **Week5** |  |
| Required | 7.0 |
| **Week 6** |  |
| Required | 5.5 |
| **Week 7** |  |
| Required | 5.5 |
| Supplemental | 1.0 |
|  |  |
| **Total Required Hours** | 42.0 |
| **Total Supplemental Hours** | 2.0 |
| **Total Hours** | 44.0 |