

Revised January 20, 2015

College Student Affairs Capstone Seminar – Spring 2015

Course: 15:245:604

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Office Hours: by appointment

**Classroom, Meeting Times, and Dates**

1. **Class meeting times and location:** Tuesday and Thursday (9:00 - 11:40 Livingston Tillett Hall 103B)
2. **Note:** This class meets twice a week for the first seven weeks. The pace of instruction and the due dates for assignments are quick. You cannot postpone work in this course or you will fall behind and miss deadlines.
3. **Spring Meetings and Breaks:** CSA Interview Days February 25 – 27; ACPA March 5 – 8, Tampa; Spring Break March 14 – 22; TPE March 18 – 22, New Orleans; NASPA March 21 – 25, New Orleans

**Course Description**

This course combines an emphasis in clarifying a vision of the possibilities of student development for students and for a campus with the realities of professional administrative responsibilities. Includes advanced organization development and leadership. Designed to integrate previous coursework and experiences in the program and to explore individual and organizational changes that enhance and develop the community on a college or university campus.

**Required Books**

1. Stage, F.K. & Hubbard, S.M. (eds.) (2012). *Linking theory to practice: Case studies for working with college students (third edition)*. New York: Routledge.
2. Delbanco, A. (2012)( paperback edition). *College, what it was, is, and should be*. Princeton, NJ: Princeton University Press. (ISBN 978-0-691-15829-751795)
3. Chambliss, D. F. & Takacs, C. G. (2014). *How college works*. Cambridge, MA: Harvard University Press.(ISBN: 978-0-674-04902-4)

4. Armstrong, E. A. & Hamilton, L. T. (2013). *Paying for the party: How college maintains inequality*. Cambridge, MA: Harvard University Press. ( ISBN: 978-0-674-04957-4)

### **Supplemental Book**

Schuh, J. H., Jones, S. R., Harper, Shaun, R. & Associates (2011). *Student Services: A Handbook for the Profession (Fifth Edition)*. San Francisco: Jossey-Bass. (Green Book) **(Note:** This text was used in the Introduction to Student Affairs course). The edition does not matter.

### **Course Objectives**

This course is structured to help students synthesize and apply their knowledge of student affairs administration to practical problems that they are likely to encounter as professionals in student affairs and to help them make the transition from graduate school to their first job as a student affairs professional. Specific goals for the course include the following:

1. strengthen students' professional knowledge and self-efficacy through increasing intellectual and practical skills in inquiry and analysis of issues encountered by student affairs professionals;
2. synthesize and apply knowledge gained in the CSA program to the resolution of practical problems they are likely to encounter as student affairs professionals;
3. improve critical thinking skills;
4. improve teamwork and small group communication skills;
5. improve problem-solving skills;
6. improve written and oral communication skills;
7. help students develop a coherent philosophy of student affairs based on a full understanding of their beliefs and opinions about student affairs work;
8. help students identify their personal skills and strengths as a new student affairs professional;
9. help prepare students for the NASPA /ACPA conference interviews;
10. have students apply student development theories, learning theories, and leadership theories to cases student are likely to encounter as student affairs professionals;
11. provide students experience in applying basic legal/policy concepts to the practical resolution issues they are likely to encounter as student affairs;
12. help students develop a better understanding of institutional governance structures and how those structures influence institutional decision making.

The course consists of lectures, readings, case studies, and classroom discussion that require students to apply theory and professional judgment to situations they are likely to encounter as student affairs professionals. Students are expected to read and analyze case materials and be

prepared to actively participate in class discussions about the cases and readings. The course also will include an interview workshop, class presentations, written assignments, and tests.

### Class Policies

1. ***Do not assume that if the instructor is arguing a particular position in a case study that he necessarily agrees with that position.*** The instructor may take different positions on different cases as a way to stimulate discussion and to encourage students to think more broadly about the topics under consideration. The instructor may challenge you on some of your core beliefs and he expects you to be able to explain them and defend them.
2. Complete all written assignments by the deadline date. Students' lives are often complicated and busy. Situations occur which disrupt schedules and cause legitimate reasons for a delay. The instructor may grant deadline exceptions for some written assignments **with prior approval** under unusual circumstances. If a deadline exception is granted by the instructor, the delay is seldom for more than three days.
3. The instructor reserves the right to alter the syllabus as needed to meet course objectives.
4. Material not covered in a particular class period may or may not be moved to the next class period at the instructor's discretion.
5. Electronic devices, such as cell phones, must be turned-off or silenced during class. Texting, using Facebook, Twitter, or similar social media during class is not permitted.
6. No eating in class. Beverages are permitted.
7. If you have a disability that requires special accommodation for testing or other assignments, please discuss your needs with the instructor at the beginning of the course so that appropriate accommodations can be made. A letter from the Office of Disability Services should be presented showing what type of accommodation is necessary.
8. Academic Integrity Policy: The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

### Grading

There are 300 possible points in the course. The course grade is determined by the **percentage** of points received. The grading scale is as follows:

A	B+	B	C+	C	F
100-90	89-86	85-80	79-76	75-70	69-0

### Assignments

- **Mid Term Exam** (100 points): A mid-term examination will be given based on lectures and reading material assigned prior to the examination
- **Take Home Assignment** (100 points): Complete take home questionnaire on the following books : (1) *How College Works* and (2) *Paying for the Party* (To be submitted in the course Sakai Site Drop Box on **Due Date Prior to Class**)
- **Class Presentation on Current Issue in Higher Education** (100 points): Prepare and present a 30 minute class presentation on a current issue in higher education and prepare a two to three page summary on the major considerations involved in the issue and a list of not less than six references. This summary will be provided to each student in the class. This assignment is a group project and the topic requires prior approval by the instructor. Groups will be assigned in class. **There will be 8 groups. Six groups will have 3 people per group and two groups will have 4 people per group.**

<b>Schedule of Topics, Readings and Assignments</b>	
January 20	<p><b>Course Overview</b>  <b>Film:</b> <i>Ivory Tower: Is College Worth It</i>  <b>Discussion</b></p>
<b>REVIEW OF BASIC STUDENT AFFAIRS THEORIES AND PRINCIPLES</b>	
January 22	<p><b>Lecture:</b> The Keys to the Wisdom Box</p> <p><b>Review</b></p> <ul style="list-style-type: none"> <li>• (S.J.H. Student Services- green book) Chapter 11: Student Learning (Patricia M. King and Marcia B. Baxter Magolda).</li> </ul>
January 27	<p><b>Lecture:</b> Cognitive Development In College Students And Perry’s Theory  <b>Lecture:</b> Moral Development In College Students and Kohlberg’s Theory  <b>Lecture:</b> Principles of Good Practice in Student Affairs  <b>Lecture:</b> Basic Theories of Student Affairs Work</p> <p><b>Discussion:</b> <i>College, What It Was, Is, And Should Be</i> by Delanco</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Kuk , G. (2009) What student affairs professionals need to know about student engagement . <i>Journal of College Student Development</i>, (6) 50, 683-706.</li> <li>• Principles of Good Practice for Student Affairs</li> <li>• Delanco, A. (2012).College, what it was, is, and should be.</li> </ul>
<b>APPLYING THEORY TO PRACTICE</b>	
January 29	<p><b>Lecture:</b> Student Affairs Administration: What Works, What Doesn’t, and Why  <b>Lecture:</b> Why You Should Be Skeptical of What You Read</p> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Blimling, G. S. (2002). Uncommon truths: A diary of practical wisdom. In J. Dalton (ED.), <i>The art and practical wisdom of student affairs leadership</i>, 71 - 81. San Francisco: Jossey-Bass.</li> <li>• Blimling, G.S. (2008). You can’t rock the boat if you’re rowing it: And other observations about life as a student affairs administrator. <i>Journal of College and Character</i>, 9 (3), 1-7.</li> </ul>

	<ul style="list-style-type: none"> <li>• Blimling, G.S. (2004). White blankets may make you smarter and other questionable social science findings. <i>About Campus</i>, 9 (3), 2 – 9.</li> <li>• Parry, M. (2015, January 9). Behind the Statistics on Campus Rape: Research is more nuanced than easy numbers imply. <i>Chronicle of Higher Education</i>, Available at : <a href="http://chronicle.com/article/Behind-the-Statistics-on/151089/?cid=at">http://chronicle.com/article/Behind-the-Statistics-on/151089/?cid=at</a></li> </ul>
February 3	<b>Budget Workshop</b> , (Marilyn Chickey, Senior Business Officer for Student Affairs)
February 5	<p><b>Media Relations Workshop</b> (Greg Trevor, Senior Director of Media Relations )</p> <p><b>Discussion:</b> Identification of Current Issues in Student Affairs and Group Assignment</p>
February 10	<b>Mid-Term Exam</b>
February 12	<p><b>Case Study Exercises</b></p> <p><b>Read and Analyze:</b></p> <ul style="list-style-type: none"> <li>• <i>Student Dissent at Warren Community College</i>, by Florence Hamrick &amp; Catrina Gallo (pp. 71 – 75, in Stage &amp; Hubbard, 2012)</li> <li>• <i>Culture Clash: International Student Incident</i>, by Julie Nelson, Florence Hamrick, &amp; Marissa Amos (pp158- 162, in Stage &amp; Hubbard, 2012)</li> <li>• <i>The Growing Presence of Muslim Students at St. Francis Xavier University</i> by Mark Hummell (pp. 174 – 178, in Stage &amp; Hubbard, 2012)</li> <li>• <i>Cyberbullying on Campus</i> by Sara Klein (pp. 179 – 183, in Stage &amp; Hubbard, 2012)</li> </ul>
February 17	<b>Interview Skills Workshop</b> (Kevin Killen, Associate Director of Residence Life and Avani Rana, Director of Leadership Development, The College of New Jersey)
	<b>INTERVIEWING SKILLS AND CONFERENCE PREPARATION</b>
February 19	<p><b>Conference Interviewing</b> (Susan Boyd, Director of Residence Life for Personnel and Organizational Development)</p> <p><b>Lecture and Discussion:</b> Interviewing, Resumes, Negotiation, and the Student</p>

	<p>Affairs Job Search</p> <p><b>Read/Complete:</b></p> <ul style="list-style-type: none"> <li>• Complete the Principles of Good Practice Inventory</li> <li>• Complete the Student Affairs Skill Inventory</li> </ul>
February 24	<p><b>Case Study Exercises : TBA</b></p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• <i>How College Works</i> by Chambliss and Hodges</li> <li>• <i>Paying for the Party</i> by Armstrong and Hamilton</li> <li>• <i>The first year on the job: Experiences of new professionals in student affairs</i> by Renn and Hodges</li> <li>• <i>Reflections on Career Development Among Student Affairs Leaders</i> by Blimling</li> </ul> <p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chambliss, D. F. &amp; Takacs, C. G. (2014). <i>How college works</i>.</li> <li>• Armstrong, E. A. &amp; Hamilton, L. T. (2013). <i>Paying for the party: How college maintains inequality</i></li> <li>• Renn, K. A. &amp; Hodges, J.P. (2007). The first year on the job: Experiences of new professionals in student affairs. <i>NASPA Journal</i>, 44, 367-391. (Available at: <a href="https://www.msu.edu/~renn/RennHodgesNASPAJournal.pdf">https://www.msu.edu/~renn/RennHodgesNASPAJournal.pdf</a>)</li> <li>• Blimling, G. S. (2002), Reflections on career development among student affairs leaders. <i>New Directions for Student Services</i>, 2002: 27–36. doi: 10.1002/ss.47</li> </ul> <p><b>Take Home Assignment Due</b> for Chambliss, D. F. &amp; Takacs, C. G. (2014). <i>How college works</i> And for Armstrong, E. A. &amp; Hamilton, L. T. (2013). <i>Paying for the party: How college maintains inequality</i></p>
February 26	CSA Interview Days – No Class -
March 3	<b>Mock Interviews in LSC</b>
March 5	<b>ACPA Tampa (No Class)</b>
March 10	<b>Groups 1, 2, 3, 4, , Class Presentation on Current Issues</b>
March 12	<b>Groups 5, 6, 7, 8, Class Presentation on Current Issues (Last Class)</b>
March 14 -22	<b>Spring Break</b>

