

January 8, 2016

College Student Affairs Capstone Seminar – Spring 2016

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:** February 16 – Mock Student Affairs Interviews at Rowan University; February 24-26 - CSA Interview Days; March 6-9 - ACPA; March 9-13 – TPE; March 12-16 – NASPA; March 12 – 20 – Spring Break.

**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. Chambliss, D. F. & Takacs, C. G. (2014). *How college works*. Cambridge, MA: Harvard University Press.(ISBN: 978-0-674-04902-4)

## 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 student affairs professionals. 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 TPE and 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 100 points and 10 extra credit points available in the class. Students will be responsible for two class presentations (20 points each) and a take home exam (20 points) over one of the assigned books for the course which can be completed either as a group project or individually. Four unannounced quizzes will be given in the class (10 points each). Extra credit (10 points) will be awarded for attending Mock Interviews in Student Affairs at Rowan University in February. Class will be dismissed on that day to allow students to attend.

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

## Assignments

- **Group Projects:**
  - **Class Presentation on Current Issue in Higher Education (20 points):**  
Prepare a 20 minute class presentation on a current issue in higher education and a two page summary on the major considerations involved in the issue. A list of references should accompany the summary. This summary will be provided to each student in the class. Groups will be assigned in class and the topics must have prior approval of the instructor.
  - **Class Presentation on Student Protest (20 points):** Prepare a 20 minute class presentation on a recent demonstration/protest on a college campus. Present the major issues raised by students, the university's response, and how the issues were resolved. Then, analyze the effectiveness of the institutional response and how it could have been resolved better.
- **Take Home Assignment (20 points):** Complete the take home exam on *How College Works*. You can collaborate with others on this project **IF YOU HAVE PRIOR APPROVAL FROM THE INSTRUCTOR**. One grade will be given to those who collaborated together. (To be submitted in the course Sakai Site Drop Box)
- **Four Quizzes (40 points total, 10 points each):** Four unannounced quizzes will be given in class. The quizzes will primarily cover the assigned readings and in-class lectures, but other issues from class discussions may also be included.
- **Extra Credit (10 points):** Attend the one day "Mock Interviews in Student Affairs" at Rowan University and write a one page summary of the experience. Details will be given in class.

	<b>Schedule of Topics, Readings and Assignments</b>
January 19	Course Overview In Class Exercise
January 21	Lecture/Discussion: Interviewing, Resumes, Negotiation, and the Student Affairs Job Search  Assignment: <ul style="list-style-type: none"> <li>• Bring 6 hard copies of your resume to class. You will share 5 of these with members of the class. One will be given to the instructor.</li> <li>• Complete the Principles of Good Practice Inventory</li> <li>• Complete the Student Affairs Skill Inventory</li> </ul> Readings: <ul style="list-style-type: none"> <li>• How to get a job a Google Part 1 and Part 2</li> <li>• The Academic Job Hunt From Hell</li> <li>• First Job Interview -- 10 Things you Should Know</li> <li>• 10 Most Asked Interview Questions-- How to Tackle Them</li> <li>• 7 Great Ways to Get Your Resume Noticed</li> <li>• Any Questions?</li> <li>• Videoconference Interviews</li> <li>• Essay About Finding First Job in Student Affairs</li> </ul>
January 26	Lecture/Discussion: Student Protests and Demonstrations Assign Groups for 1 <sup>st</sup> presentation  Readings: <ul style="list-style-type: none"> <li>• Campus Politics - A Cheat Sheet</li> <li>• Campus Protests are Spreading Like Wildfire</li> <li>• Mizzou, Yale and Free Speech</li> <li>• Yale's Little Robespierre</li> <li>• Bonfire of the Academy</li> </ul> Read Case Study: <ul style="list-style-type: none"> <li>• Howards Knob Case Studies</li> <li>• Student Dissent at Warren Community College, by Florence Hamrick &amp; Catrina Gallo (pp. 71 – 75, in Stage &amp; Hubbard, 2012)</li> </ul>

	<p>Visit Websites:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.thedemands.org/">http://www.thedemands.org/</a></li> <li>• </li> </ul>
January 28	<p>Lecture/Discussion: Student Affairs Administration: What Works, What Doesn't, and Why</p> <p>Assign Groups for Issues Presentation</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Blimling, G.S. (2004). White blankets make you smarter and other questionable social science findings. <i>About Campus</i>, 2-9.</li> <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> <li>• Why Some Teams are Smarter Than Others</li> </ul> <p>Read Case Studies:</p> <ul style="list-style-type: none"> <li>• A New Mascot for Jefferson Davis University</li> <li>• Less Drinking or Professional Sinking? by Katie Branch (pp. 49 – 57, in Stage &amp; Hubbard, 2012)</li> <li>• The Growing Presence of Muslim Students at St. Francis Xavier University by Mark Hummell (pp. 174 – 178, in Stage &amp; Hubbard, 2012)</li> <li>• Culture Clash: International Student Incident, by Julie Nelson, Florence Hamrick, &amp; Marissa Amos (pp. 158- 162, in Stage &amp; Hubbard, 2012)</li> <li>• Cyberbullying on Campus by Sara Klein (pp. 179 – 183, in Stage &amp; Hubbard, 2012)</li> </ul>
February 2	<p>Lecture/Discussion: Your First Job</p> <ul style="list-style-type: none"> <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</li> </ul>

	<p>affairs leaders. <i>New Directions for Student Services</i>, 2002: 27–36. doi: 10.1002/ss.47</p> <p>Case Study</p> <ul style="list-style-type: none"> <li>• They Won't Fire the Whole Staff by K Yousey-Elsener (pp. 193 – 196, in Stage &amp; Hubbard, 2012)</li> </ul> <p>Catch-up with unfinished case studies and readings</p>
February 5	Class Presentations: Student Protests and Demonstrations
February 8	Class Presentations: Student Protests and Demonstrations
February 11	<p>Lecture/Discussion: The Future of Student Affairs</p> <p>Discussion: <i>How College Works</i> by Chambliss and Hodges</p> <p>Read:</p> <ul style="list-style-type: none"> <li>• Chambliss, D. F. &amp; Takacs, C. G. (2014). <i>How college works</i>.</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 16	Mock Interviews at Rowan University No Class
February 22	Presentations: Contemporary Issues In Higher Education
February 25	CSA Interview Days - Participate in morning program
February 29	Presentation: Contemporary Issues in Higher Education
March 3	<p>Presentation: Leadership in Student Affairs (Tony Doody)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• TBA</li> </ul> <p>Presentation: Creativity In College Students (Chris Hurley)</p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• TBA</li> </ul>