



HIED 6360: Student Services

Spring 2018

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Required Texts

Schuh, J. H., Jones, S. R., & Torres, V. (2017). *Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass.

Other course readings will be made available through the course Blackboard site.

Course Overview and Objectives

This course is designed as a broad overview for emerging college student educators in the field of higher education~student affairs. The course introduces students to a range of important topics: organization and administration of student affairs; functional areas; history of the profession; philosophical underpinnings of the profession; student development theory; diversity and student characteristics; legal and risk management issues; professional ethics; professional associations; publications; and intervention strategies.

IDEA Objectives

As a result of enrolling in and completing *Student Services*, students should achieve the following IDEA objectives:

Essential

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
2. Gaining a basic understanding of the subject (factual knowledge, methods, principles, generalizations, theoris).

Important

3. Developing skill in expressing oneself orally and in writing.

Personal Teaching Philosophy

I invite students to visit my personal website to learn more about my personal philosophy of teaching. However, several philosophical beliefs undergird my pedagogical approach to this course:

- **We are all scholars-educator~speakers:** Our lived experiences and perspectives vary and are important to our study. You should view yourself as a scholar~practitioner~educator~speaker. These are not distinct categories, but rather, entangled.

- **Disequilibrium:** I believe we learn best when pushed outside our comfort zones; therefore, challenging readings/videos/assignments, etc. and perspectives are included in this course.
- **Deep Reading/Watching/Listening/Writing/Creating:** My courses all require intense reading~watching~listening~writing~creating. I believe we must be exposed to multiple perspectives in order to understand the complexities of our work. I also believe we have an obligation to apply our knowledge to our personal experience~work.
- **Becoming~Human~Becoming~Professional:** I believe in providing flexibility in my course syllabi – openings for students to chart their own becoming~human~becoming~professional. Thus, while we will engage in particular activities collectively, there are ample opportunities for students to pursue their own intellectual and professional interests around the broad course topic.
- **Community:** We learn through intra-action (Barad, 2007). Therefore, students will actively share materials they are reading-viewing-thinking-creating with our learning community. This will occur through Blackboard, our course hashtag, and synchronous meetups. I also encourage you to share your knowledge with a larger higher education-student affairs community. This can be done through listservs, social media, or submitting conference proposals.

Additional Technology

We use several technologies outside of Blackboard to engage in learning throughout this course. Students are encouraged to read the privacy policies and terms of service of these technological tools prior to signing up. If you have significant concerns about privacy, data, or open learning, please contact Professor Peaton.

These tools include:

Slack: Sign up to be a member of our course slack team – <http://hied6360sp18.slack.com/>

There is more on this in the first week's module.

Basic Needs Security

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify Professor Peaton if you are comfortable in doing so. This will enable him to provide any resources that he may possess.

Statements on Inclusion

This is an inclusive classroom space. We honor multiplicity, pluri-identities and intersectionality, and will create an environment free from racism, sexism, homophobia, transphobia, xenophobia, Islamophobia, anti-Semitism, other religious or spiritual intolerance, classism, ageism, nationalism, ableism, anti-fat bias, and other forms of discrimination.

We are all speakers. We are all human~becomings.

HAVEN: Professor Peaton is a member of HAVEN, a campus-wide network of faculty and staff educated about and supporting students who identify as lesbian, gay, bisexual, and transgender, as well as their allies.

Veterans: Veterans and active duty military personnel are welcomed and encouraged to communicate in advance, if possible, any special circumstances (e.g. upcoming deployment, drill requirements).

Office Hours

I enjoy speaking with students and encourage you to schedule time to talk with me one-one if you have comments, questions, or concerns about the course, wish to talk through assignments or ideas, or just wish to talk about life, your professional development, etc.

Utilize <https://calendly.com/pweaton> to schedule a 15 or 30-minute appointment with me. We can talk via Zoom (<https://zoom.us/j/4735773233>) or phone (940-367-3607). If you are in the Huntsville/Houston area and wish to meet in person, please let me know. I can meet you at main campus or at The Woodlands Center. Please check my availability through Calendly.

Synchronous Meetings

We will have three required synchronous meetings for this course.

- Wednesday, February 7: 6:30 – 9:00 PM CST [Foundational Documents Group Presentations]
- Monday, February 26: 6:30 – 8:30 PM CST [Campus Sexual Violence]
- Monday, April 30: 6:30 – 9:30 PM CST [Book Project Presentations]

All synchronous meetings will occur via Zoom (<https://zoom.us/j/4735773233>) at the designated dates/times.

Helpful Resources for Research

As you complete the many assignments in this course, I encourage you to utilize a variety of resources to gather articles/book chapters, particularly for the term project. Here are a few helpful ideas:

- Newton Gresham Library: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library.

There is also a great guide on the website for the Higher Education Community:

<http://shslibraryguides.org/HIEDcommunity>

- Search reputable journal sites directly using keywords. Some reputable journals/publications in Higher Education and Student Affairs include, but are not limited to:
 - *Journal of College Student Development*
 - *Journal of Student Affairs Research & Practice*
 - *Review of Higher Education*
 - *Journal of Higher Education*
 - *Journal of Critical Scholarship in Higher Education and Student Affairs*
 - *Journal of Diversity in Higher Education*
 - *Journal of College & Character*
 - *Educational Researcher*

- *Review of Educational Research*
- *Harvard Educational Review*
- *About Campus* [ACPA]
- *Developments* [ACPA]
- *NASPA Journal about Women in Higher Education*
- *International Journal of Qualitative Studies in Education*

Professional Associations

Students are highly encouraged to become a member of at least one professional association. Most associations offer graduate student discounts or membership rates.

The two national student affairs associations with which most members of the profession are associated are ACPA – College Student Educators International (<http://www.myacpa.org/graduate-student-membership>) and NASPA – Student Affairs Administrators in Higher Education (<https://www.naspa.org/about/membership/students>).

There are also a plethora of regional and functional area specific associations. Contact Professor Peaton if you are interested in knowing more about professional associations in your functional area and interest.

Helpful Higher Education & Student Affairs Resources

Becoming an engaged professional involves connecting with many resources available. Here are some suggested Higher Education & Student Affairs Resources you may find helpful.

SHSU Social Media

- Facebook: www.facebook.com/SHSUHIED
- Twitter: @SHSUHIED
- Instagram: @SHSUHIED
- Official program hashtag: #SHSUHIED

News Media

- *The Chronicle of Higher Education*: www.chronicle.com
- *Inside Higher Ed*: www.insidehighered.com
- *University World News*: <http://www.universityworldnews.com>

Digital Sources

- Student Affairs Live: <http://higheredlive.com/student-affairs-live/>

Hashtags

- #sachat
- #sagrad

Assignments & Grading

Personal Reflection & Introduction - 10 Points

Due: January 21, 11:59 PM CST

IDEA Objectives: 3

Part I [3 Points]: Provide a video introduction of yourself to the members of the course. This can include information such as where you work, your time~space in the program, personal interests and information about yourself, etc. Just as if we were in a face-to-face class – what would you like us to know about you?

Part II [7 Points]: The first week of reading is focused on our professional development (or what I prefer to refer to as *becoming~human~becoming~professional*). Following your reading, spend some critical time reflecting on your own *becoming*. What are some areas where you might need to engage in more reading, experiencing, or thinking on the journey of life~work? Do any of these align with the professional competencies? How are you engaging in a community beyond that of your campus (professional associations, personal learning communities, cyberspace, etc.)? And, based on your review of the literature we read this week, what are some goals you have for this course?

Videos should be no longer than 10 minutes.

Synchronous Meetings - 30 Points – 3 x 10 Points each required meeting

IDEA Objectives: 1, 2, 3

There are three required synchronous meetings for this course.

Wednesday, February 7: 6:30 – 9:00 PM CST

Monday, February 26: 6:30 – 8:30 PM CST

Monday, April 30: 6:30 – 9:30 PM CST

Required meetings will be opportunities for presentations on course material and discussions of important topics in the field of higher education~student affairs. The first will be your group project presentation on historical and foundational documents in higher education~student affairs. The second will be a discussion of some contemporary issues in the field, including addressing sexual violence on campus. The third will be your personal presentation on the book you read about higher education and student affairs.

Discussion Forums - 20 Points - 2 x 10 Points each

Due:

Original Post Assigned Week by Friday at 11:59 PM CST

Responses by Assigned Week by Sundays at 11:59 PM CST

IDEA Objectives: 1, 2, 3

During Forum Discussion weeks, I will pose a question(s) pertaining to the weekly topic(s). Students are expected to respond to forum discussion questions with thoughtful and well-articulated answers that demonstrate your reading of the course material, as well as deep thinking about the material we have read in relation to the stated discussion question(s). You will not be able to see others' responses until you have posted your own response.

You will also be asked to respond to at least two of your peers' posts with a thoughtful response.

Video option: To enhance discussion forums, you can produce a video response, either to the forum discussion itself, or to your peers. Video engagement enhances the opportunity to enact some of the real-life discussion that might occur in a classroom setting, and avoids the text-heavy format of the discussion forum which some students find uncomfortable or limiting. This is not required, but is offered as an option.

Wiki's - 20 Points – 2 x 10 Points Each

Due: Sunday of assigned weeks, 11:59 PM CST

IDEA Objectives: 1, 2, 3

Wiki's are another tool designed for us to share resources with the class.

The first Wiki in this course will ask you to locate and upload organizational chart(s) for your department, division, and university, reflecting on how the organizational structure of the university impacts college student education (integrating ideas and reflections from the reading).

The second Wiki will cover topics of international higher education~student affairs. You will be asked to read an article – preferably a scholarly article, but potentially an in-depth news article, related to global and international issues. You will provide the citation (APA Format) and insights, lessons, and reflections on the article in the course Wiki.

Students can post written responses or upload video responses.

SLACK Participation – 25 Points

IDEA Objectives: 2, 3

SLACK is a web and app-based discussion and information sharing tool. We will utilize SLACK in this course to replace most of the traditional discussion forums in Blackboard – largely due to their ineffectiveness in facilitating robust and generous, authentic conversation.

Students are expected to maintain an active engagement during SLACK channel weeks. While Peaton will post questions throughout the week, you should see this as a communal space for conversation. Thus, students are encouraged to:

- Post their own questions related to the broad topic of the SLACK channel that week;
- Respond to others who post questions or insights;
- Engage in authentic, robust, and respectful dialogue
- Keep confidential information that is shared/questioned/discussed in SLACK

To maintain active engagement, students are:

- Encouraged to download the computer-based applications that can send you notifications on your computer, laptop, or tablet
- Download the phone based application and turn on notifications
- Check the SLACK channel daily during those weeks we engage in SLACK channel conversations

At the end of the term, students will receive points based on their participation throughout the semester. The more authentically active you are, the more points you receive.

Functional Area Interview & Screencast - 20 Points – 15 Points Screencast; 5 Points EB

Due: February 4, 11:59 PM CST

IDEA Objectives: 1, 2, 3

In this assignment, we will learn about the many functional areas that make up college and university environments. Each student in the course will select one functional area from campus (preferably an area in which you do not work) and conduct an interview with a member or member(s) of that functional area. Students are strongly encouraged to conduct interviews at more than one campus and campus type, if possible (harness Zoom or conduct phone interviews). You will be provided with an interview guide to assist you in conducting this interview – though you can add questions of your own.

Your 12-minute (max) Screencast should be a professional presentation about your selected functional area (you should put together a PowerPoint, Slideshare, Prezi, or other professional presentation). In this screencast, you should present information on who you interviewed, the highlights of your functional area, and other information you find important from your interviews (which can be gleaned from the list below). A particularly good tool for producing a screencast is Screencast-O-Matic (available on the web).

In addition, you should develop an executive briefing [EB] to accompany your presentation. An executive briefing is a 1-2 page document that provides an overview of the key points of information you gathered for your presentation. You should present on and discuss:

- The role of the functional area on college campuses
 - What differences might exist across institutional types?
- Historical implications or background – how or why did your functional area develop?
- Primary groups served by the functional area
- Skills and competencies needed by professionals working in the functional area
- Typical roles and organizational structure (Director, AD, Coordinators, GAs, etc.)
- Unique characteristics of the functional area
- State, national, or international issues facing the functional area
- CAS Standards – important highlights
- National organizations/other key websites and resources
- Any professional journals or publications for the functional area
- What is it like to work in this functional area? What are the joys and frustrations (from your interviewee(s) perspectives)?

Group Project: Foundational Documents in Higher Education~Student Affairs - 30 Points

Due: February 11, 11:59 PM CST

IDEA Objectives: 1, 2, 3

The field of higher education~student affairs has a “long and honorable history” (Coomes & Gerda, 2016, p. 3). Much of this history can be traced through foundational philosophical principles that have guided the work of the profession.

You will be assigned to groups to read and carefully study foundational documents in higher education~student affairs. Your aim as a group will be to present, as creatively as possible, the document. You might wish to consider the following questions as you plan your presentation:

- How can this document be situated historically – what events in history made this document necessary and how does the document reflect the role and approach to (higher) education at the time?
- What are some of the guiding principles that undergird the document's approach to higher education~student affairs?
- What are key words~phrases~ideas that permeate the document?
- What is potentially missing from the document? Who is and is not mentioned?

You will be paired based on your interest in the following documents:

- *Student Personnel Point of View (1937)*
- *Student Personnel Point of View (1949)*
- *Tomorrow's Higher Education (1979)*
- *The Student Learning Imperative: Implications for Student Affairs*
- *Powerful Partnerships: A Shared Responsibility for Learning*
- *Toward a Sustainable Future: The Role of Student Affairs in Creating Healthy Environments, Social Justice, & Strong Economies*

You will be presenting your Group Project to the class during our required synchronous meeting on February 7.

You can be creative with how you present the material. Think outside the box. This means you might consider:

- Putting together an infographics or digital resource on the document;
- Doing an art project, dramatization, or other visual project to discuss the document;
- Recording a podcast;
- Putting together a video;
- Building a website or other space where people can learn about the document;

You will be expected to give a presentation of no more than 15 minutes during our required synchronous meeting. This will give you a chance to share your knowledge and project with the rest of the class. Each person in your group must contribute to the presentation.

Your group will collectively submit one “product” in order to be graded on the assignment.

Reflection Paper on Student Learning & Personal Philosophy as a College Student Educator - 30 Points

Due: February 25, 11:59 PM CST

IDEA Objectives: 1, 2, 3

In this paper, you will accomplish two objectives.

Part 1 - 20 Points

First, reflect on the reading from Weeks 4, 5, & 6, critically interrogating the concepts of student learning, engagement, and involvement. This reflection can be less formal than a written paper, but should demonstrate your critical thinking about student learning and engagement. You might consider questions such as:

- How is student learning and engagement understood in the field of student affairs? How has this understanding changed/evolved over time?
- In what ways were learning and/or engagement present or absent in my college experience?
- How do we work to foster student learning~engagement in my current role? Are we intentional about student learning~engagement?
- How do we think of learning outside the classroom?
- What types of theoretical perspectives impact our understanding of student learning? How do you conceptualize student learning?
- How have the readings impacted your understanding of student learning~engagement?

This portion of the paper should be approximately 2-3 pages, and should draw heavily on the reading from weeks 4, 5, & 6, as well as any additional readings and experiences you wish to incorporate. Use appropriate APA citations, running heads, 1" margins, and include a cover page/reference page (not included in the total page count).

Part 2 - 10 Points

The second part of this paper (likely under a different header, on a different page) should be your draft of a professional philosophy of practice. Drawing on your readings, your experiences, and your objectives, what is your philosophy of college student education? What values undergird your professional practice? How do you carry out your professional practice in accordance with this philosophy and values? This should be a strong paragraph, potentially two paragraphs, but no more than a page.

Digital Engagement Beyond the Classroom - 20 Points

DUE: April 8, 11:59 PM CST

IDEA Objectives: 1, 3

There are a plethora of opportunities for all professionals to engage in learning and professional becoming beyond the classroom and the walls of our campuses. Many of these opportunities are now occurring digitally. Twitter chats, online professional development workshops sponsored by professional organizations, Higher Ed Live, and many other possibilities exist for you to enhance your own learning on critical or current topics.

You should choose one of these opportunities occurring in digital space to participate in at some point during the semester. Be an actively engaged participant – take notes, respond to moderator questions, or consider asking your own questions of those facilitating the event and/or activity. Choose something of interest to you – to enhance your own professional learning~becoming. Perhaps you want to choose an activity with which you have never participated before.

Reflect on your experience in the Wiki (you can choose to write a written reflection or upload a video reflection).

You should reflect on/discuss:

- What digital activity did you engage in? Why did you choose this particular digital engagement?
- What was discussed/presented/debated?
- How did you actively participate?
- Describe your learning as part of your participation in this online experience. What do you think your learning looked like? How do you know you learned something from participating in this

online experience?

- Did anyone in the online community where you participated share examples or ideas of how to or how they might incorporate discussions or information from the community into professional practice?
- How did or might you incorporate what you learned in the online learning experience into your daily/regular professional practice or academic classes?
- What are the possibilities and limitations of engaging in professional learning~becoming through the digital medium you selected?

Personal Wellness Plan Infographic [30 Points]

Due: April 22, 2017, 11:59 PM CST

IDEA Objectives: 1, 3

One key to being a successful practitioner is managing our personal wellness. This means something different for each person. You will often hear people give advice, such as “ensure you have work-life balance;” “make sure you are getting enough sleep;” or “don’t forget to eat healthy and exercise.” In this assignment, you should reflect on your own personal wellness plan. How will you stay balanced, healthy (mentally, physically, emotionally, spiritually)? What goals do you have for ensure you maintain your personal wellness? This is a personal exercise. There are no correct answers to this question – but the readings and multimedia sources this week help us to think about this critical topic.

Develop an Infographic that highlights your own personal wellness plan. What is important to you for personal wellness? What practices do you currently engage in? What goals do you have for personal wellness? There are many FREE infographic development sites. Do NOT pay to create an infographic. Some sites include: <http://piktochart.com/> or <https://infogr.am/> - there are also others you might discover on your own.

Theory-to-Practice Paper [50 points]

DUE: April 29, 11:59 PM CST

IDEA Objectives: 2, 3

Students will chose a functional area is student affairs, identify a challenge within that area that could be addressed using student development theory, design an intervention utilizing and based on theory/theories in student affairs, and draft a **10-12 page paper** that makes the case for the intervention. The intervention could come in the form of programming, training, assessment, or co-curricular experiences, but are not limited to these types of efforts. Innovation is encouraged.

The paper should include, and will be graded on:

- An overview of the selected functional area and the identified problem, as well as the need for the intervention.
- An overview of your selected student development theory/theories (students can begin by reading Chapter 8 and 31 in our textbook, as well as any chapter in Part 3; and do additional research on student development theories using the library). Students should be sure to read, at minimum, overviews of the selected theories; however, consulting the original theory/article(s) is highly encouraged and suggested. You must demonstrate your understanding of the original theory in the paper.
- A concise literature review detailing what current scholarship can offer to help design the intervention.
- A set of goals/objectives/outcomes of your intervention informed by the literature review and specific

student development theory/theories.

- An overview of the proposed intervention.
- Important considerations for implementation (both challenges and opportunities).
- A description of the limitations involved in this approach.

Peer Review Process

Peer Reviewed Comments Due: April 1, 11:59 PM CST

Each member of the class will be assigned a Peer Review partner. You will exchange drafts of your paper with your partners to provide insights to each other. It is preferred you utilize Microsoft Word Track Changes when providing feedback and insights to your partner; naturally you can also talk to one another about the paper, your ideas, and producing quality writing. You will submit a copy of your peer review comments and completed rubric on the assigned date above to demonstrate your peer review process.

Book Project Presentation - 30 Points

Due: May 4, 11:59 PM CST

IDEA Objectives: 1, 2, 3

There are literally hundreds, if not thousands, of books that can enhance our practice as college student affairs educators. *Becoming*~professional involves a process of staying engaged with the literature of our profession, and in many cases, literature beyond the profession, to enhance our practice and our work.

You will each select one text to read. You will then present a project on this text to the rest of the class. As you select your text, you might consider some of the following questions:

- What are some of the professional issues I'm interested in learning more about?
- What types of college students do I work with? Or do I aspire to work with?
- What are some of the contemporary issues impacting the field of higher education~student affairs?
- What are some of the broad issues impacting education in general?
- What is something I want to learn more about?

I have started putting together a list of books that might work for this assignment (located in the Blackboard website under Course Resources). However, your final book selection is up to you – if you can apply the text to your *becoming*-professional, then I will likely approve it. You will submit the book title early in the semester. If you are looking for additional ideas, you might consider scanning the following press websites (not an exhaustive list):

- Jossey-Bass Higher Education (<http://www.wiley.com/WileyCDA/Section/id-350426.html>)
- Stylus Publishing (<https://styluspub.presswarehouse.com/books/catsects.aspx?id=266>)
- ACPA Publishing (<https://sty.presswarehouse.com/Books/SeriesDetail.aspx?id=835>)
- NASPA Publishing (<http://www.naspa.org/publications/books>)
- Routledge (<https://www.routledge.com/education>)
- Information Age Press (<http://www.infoagepub.com>)

You can choose whatever format you like for this final presentation. So you might consider:

- Putting together an infographics or digital resource on the book;
- Doing an art project, dramatization, or other visual project to discuss the book;

- Recording a podcast;
- Putting together a video;
- Building a website or other space where people can learn about the book;

As this is a term project, it should demonstrate substantive thought, creativity, and will be assessed on the following:

- How well you articulate the main points of the text
- How well you articulate the application of the text to the field of higher education~student affairs
- How the text can be applied to your own *Becoming*~professional
- Limitations of the text
- Possibilities of the text for practice
- Do you integrate additional scholarly resources related to the topic? (Book reviews, journal articles that have cited the text, etc.)

For your final presentation, you will need present a maximum 10-minute presentation on your selected text. Again – you have freedom with how you will present this to the rest of the class. In some cases you may present your final format from the assignment above; in others you may decide to put together a PowerPoint, Prezi, or Slideshare.

Final Grading

Final course grading breaks down as follows:

Personal Reflection/Introduction	10 Possible Points
Attendance at Synchronous Meetings	30 Possible Points
Discussion Forums	20 Possible Points
Group Project – Foundational Document	30 Possible Points
Wiki's	20 Possible Points
SLACK Channel Participation	25 Possible Points
Functional Area Interview & Screencast/EB	20 Possible Points
Student Learning/Personal Philosophy	30 Possible Points
Digital Engagement Beyond the Classroom	20 Possible Points
Personal Wellness Plan Infographic	30 Possible Points
Theory-to-Practice Paper	50 Possible Points
Final Book Project Presentation	30 Possible Points
	315 Possible Points

A: 283.5 - 315 Points

B: 252 – 283.4.9 Points

C: 220.5 – 251.9 Points

F: <220.5 Points

Official Course Hashtag

This course will utilize an official hashtag: #HIED6360SHSU. Students are encouraged to post thoughts, insights, and communicate with peers on and through social media utilizing this official hashtag.

Late Assignments

Except in extreme circumstances, late assignments will not be accepted. Extreme circumstances include but are not limited to death in the family, extreme illness, and natural disasters.

If you are encountering problems with turning in assignments on time, please contact Paul at pweaton@gmail.com or pweaton@shsu.edu

Academic Support

Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Writing Center at <http://www.shsu.edu/~wctr/>

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Students with Disabilities #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.

	Assigned Reading/Digital Resources	Due
Week 1 January 17-21 Professional Learning/ <i>Becoming</i>	Baxter-Magolda & Magolda (2011) - What counts as essential knowledge for student affairs educators? ACPA & NASPA Professional Competencies - Full Document Evans & Ranero-Ramirez (2016, Ch. 12) - The role of Professional Associations Magolda & Carnaghi (2017, Ch. 32) - Evolving Roles and Competencies: Pro Development Reconsidered To Do: Join a Professional Association	Video Introductions SLACK #procompetency Select Functional Area for Interview Rank Foundational Documents Preferences
Week 2 January 22 - 28 Campus Types & Institutional Mission - How does it impact our work?	Renn & Patton (2017, Ch. 4) Institutional Identity and Campus Culture Conrad & Gasman (2017) Minority Serving Institutions Torres (2015) - Role of Student Affairs at HSIs Hirt, Strayhorn, Amelink, & Bennett (2006) - Student Affairs Work at HBCUs Cohen et al. (2014) - Student Services at Community Colleges Watch: Video Introductions from Week 1 Wiki	Discussion Forum: College Types & Student Affairs Select Term Project Book
Week 3 January 29 - February 4 History of the Profession & Functional Areas	Schwartz & Stewart (2017, Ch. 2) - The History of Student Affairs Manning, Kinzie, & Schuh (2017, Ch. 16) - Framing Student Affairs Practice Hamrick & Kinzie (2017, Ch. 31) - Applying Theories & Research to Practice Wilson (2017, Ch. 17) - Pages 293 - 303 (Functional Areas for SA Professionals) To Do: Finalize Group Presentation Project on Foundational Documents	Functional Area Interview Screencast Provide initial idea of Theory for Theory to Practice Paper

Week 4 February 5 - 11 Foundational Principles & Statements	Jones & Abes (2017, Ch. 8) - The Nature and Uses of Theory Reflections on 75th Anniversary of SPPV Watch Screencasts on Functional Areas Required Synchronous Meeting Wednesday, February 7: 6:30 - 9:00 PM CST https://zoom.us/j/4735773233	Group Presentation: Foundational Principles & Statements SLACK: #SPPVreflections
Week 5 February 12 - 18 Student Learning Student Engagement	ACPA & NASPA (2004) - Learning Reconsidered Harper & Quaye (2015) - Making Engagement Equitable for Students in US Higher Education Quaye (2017, Ch. 26) - Teaching and Facilitating Dugan & Suspitsyna (2011) - What Would Org Structures Look Like if they Supported Learning? Welkener & Gross (2011) - Allowing Students to Fail	SLACK Channel: #learningreconsidered
Professor Peaton will be attending Southwestern Educational Research Association (SERA) February 14 - 16, 2018 Professor Peaton will be attending Curriculum Camp Conference February 16 - 17, 2017		
Week 6 February 19 - 25 Organizational Dynamics & Environments	Museus (2017, Ch. 14) - Environmental Theories Wilson (2017, Ch. 17) - Pages 288 - 303 (Organizational Structure and Functions) Reason & Broido (2017, Ch. 3) - Philosophies and Values	Reflection Paper: Student Learning & Personal Philosophy as a College Student Educator Wiki: Organizational Charts

Week 7 February 26 - March 4 #metoo	Beyond Compliance: Addressing Sexual Violence on College Campuses Hong (2017) - A Critical Consideration of the Root Causes of Sexual Violence Iverston (2017) - Mapping Identities: An Intersectional Analysis of Policies on Sexual Violence Required Synchronous Meeting Monday, February 26: 6:30 - 8:30 PM CST https://zoom.us/j/4735773233	Please ensure you have read the weekly reading before our required synchronous meeting
NASPA - Student Affairs Administrators in Higher Education Conference - March 3 - 7 (Philadelphia, PA)		
Week 8 March 5 - 11 International Student Affairs	Perozzi & Ramos (Ch. 6) - Student Affairs & Services in a Global Perspective Schrieber (2014) - Key Challenges Facing Student Affairs: An International Perspective Websites: http://iasas.global http://www.universityworldnews.com <i>Journal of Student Affairs in Africa</i> : http://www.jsaa.ac.za/ <i>Journal of Australian & New Zealand Student Support Assn</i> <i>Journal of College Student Development - International Articles</i> . (Access thru library.shsu.edu)	Wiki: International Student Affairs
Spring Recess - March 11 - 18 ACPA - College Student Educators International Conference - March 11 - 14 (Houston, TX) Students are encouraged to work on their Theory to Practice Paper and Book Project in preparation for the end of term.		

Week 9 March 19 - 25 Legal Issues & Campus Crisis Mgmt	Shaw & Roper (2017, Ch. 29) - Crisis Management Miller (2017, Ch. 7) - Legal Foundations & Issues Watch: Higher Ed Live: Current Legal Issues: http://higheredlive.com/current-legal-issues-in-student-affairs/	Draft of Theory to Practice Paper Due to Peer Reviewer
Week 10 March 26 - April 1 Professional Ethics	Saunders & Wilson (2017, Ch. 6) - What is Ethical Professional Practice?	Peer Review Comments Due (Upload your comments to BB) SLACK #ethics
Week 11 April 2 - 8 Digital Issues in Student Affairs	Rokkum & Junco (2017, Ch. 20) - Left Behind Connolly & Martinez-Aleman (2011) - Does Social Networking Enhance/Impede Student Learning? Ahlquist (2016) - The Digital Identity of Student Affairs Professionals Multimedia Higher Ed Live - Engaging the Digital Generation http://higheredlive.com/engaging-the-digital-generation/	Wiki: Your Experience Participating in a Twitter Chat or Digital Learning Experience
Week 12 April 9 - 15 Campus Diversity	Griffin (2017, Ch. 5) - Campus Climate and Diversity Watt, Kilgo, & Jacobson (2017, Ch. 30) - Designing Programs for Engaging Difference	SLACK: #campusdiversity

Week 13 April 16 - 22 Personal Wellness	Linder & Clement (2011) - Why do Student Affairs Professionals Struggle to Set Personal Boundaries? Huffington (2014) - Well-Being Multimedia Mirabai Bush - Search Inside Yourself [from <i>On Being</i>] http://www.onbeing.org/program/mirabai-bush-search-inside-yourself-contemplation-in-life-and-work/7731	Personal Wellness Plan (Infographic)
Week 14 April 23 - 29 Work Week	Complete your Theory to Practice Paper Complete your Final Book Project Presentation	Theory to Practice Paper
Week 15 April 30 - May 4	Final Project Presentations Required Synchronous Meeting Monday, April 30: 6:30 - 9:30 PM CST https://zoom.us/j/4735773233	Final Project Presentation