

The College of Education's Conceptual Framework  
 Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**SDAD 579**  
**Capstone Seminar**  
**(National Section)**  
**Fall 2012**  
**Final**

<b>INSTRUCTOR</b> Erica K. Yamamura, Ph.D. Loyola Building, Room 408 Office Hours: Thurs 2-4:00pm or by appointment <a href="mailto:Yamamura1@seattleu.edu">Yamamura1@seattleu.edu</a>	<b>COURSE INFORMATION</b> SDAD 579 (3 Credits) Capstone Seminar, Pigott 208 Mondays 6:00pm-8:40pm
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**COURSE OVERVIEW**

**PURPOSE AND RATIONALE:**

The purpose of this course is to prepare you to [re]enter the field of student development by addressing the SDA learning outcomes for the program. You will have the opportunity to engage in purposeful career preparation and exploration, including the job search and interview process; exploring frameworks and approaches to prepare you to be a life-long learner in the profession; engaging in integrative exercises to demonstrate competencies in the SDA learning outcomes; illustrating facility with student affairs theory, research, and best practice; and professional engagement in local, national and global contexts

**GRADUATE BULLETIN DESCRIPTION:** Culminating seminar for students completing the program. Synthesis of program components, preparation for entry into profession or change in work setting, integration of ethical considerations and professional standards. Closed to non-matriculated students.

**COURSE OBJECTIVES, OUTCOMES, & ASSESSMENT PROCEDURES**

<i>OBJECTIVES</i>	<i>OUTCOMES</i>	<i>ASSESSMENT</i>
Examine, critique, and integrate student development theory, frameworks, and research to become a competent and committed professional and a life-long learner who values diversity and social justice	*Establishing and enhancing professional identity (SDA LO#10) *Understanding the foundation and emerging nature of the Student Affairs profession and higher education (SDA LO#1) *Understanding students and student issues (SDA LO#2) *Understanding and fostering diversity, justice and a sustainable world formed by a global perspective and Jesuit Catholic tradition (SDA LO#4) *Adapting student services to specific environments and cultures (SDA LO#5) *Utilizing assessment, evaluation, technology, and research to improve practice (SDA LO#7)	Classroom Engagement, Mock Interview Process, & Integrative Project
Experience the national job search process and integrate feedback from professionals in the field	Exhibiting professional integrity and ethical leadership in professional practice (SDA LO#3) *Developing and demonstrating skills in leadership and collaboration (SDA LO#6) *Establishing and enhancing professional identity (SDA LO#10)	Mock Interview Process

	*Utilizing assessment, evaluation, technology, and research to improve practice (SDA LO#7)	
Hone written and oral communication skills for a successful national employment search	*Developing and demonstrating skills in leadership and collaboration (SDA LO#6) *Communicating effectively in speech and in writing (SDA LO#8) *Utilizing assessment, evaluation, technology, and research to improve practice (SDA LO#7)	Mock Interview Process
Demonstrate, critically evaluate, and strengthen your competencies in the SDA learning outcomes	*Establishing and enhancing professional identity (SDA LO#10) *Understanding students and student issues (SDA LO#2) *Understanding and fostering diversity, justice and a sustainable world formed by a global perspective and Jesuit Catholic tradition (SDA LO#4) *Adapting student services to specific environments and cultures (SDA LO#5) *Utilizing assessment, evaluation, technology, and research to improve practice (SDA LO#7) *Understanding issues surrounding law, policy, finance and governance (SDA LO#9)	Integrative Project

**INSTRUCTIONAL METHODS**

This course will utilize a wide-array of instructional methods to meet the needs of a diverse learning community. Such activities include (but are not limited to): the Socratic method, guest speakers, discussion (large & small group), case study analysis, role playing, group presentations, peer review (oral, electronic, & written), reflection (group & individual settings), and use of multiple forms of technology.

**REQUIRED TEXTS AND MATERIALS**

There are 4 required books, two of which you may individually select to suit your professional growth. In addition, required readings not listed above will be posted on Angel. This course averages approximately 50 pages of reading per week.

Overview of Required Books (3 books total)		
Core Program Reading: 2 books		Professional Development: Select <u>one</u> book of your choice
1) McClellan & Stringer, (2009) [3 <sup>rd</sup> edition]	2) APA Manual (2009) [6 <sup>th</sup> edition]	(a) Baxter-Magolda, et al., (2009) (b) hooks (2003) (c) Guiner & Torres (2002) (d) Nash & Murray (2010) (e) West (2004)

**(1) Core Program Reading (2 Books)**

McClellan, G.S., & Stringer, J. (Eds.) (2009). *The handbook of student affairs administration (3<sup>rd</sup> edition)*. San Francisco, CA: Jossey-Bass.

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6<sup>th</sup> edition)*. Washington D.C.: American Psychological Association.

**(2) Professional Development (Community, Democracy, Meaning-making, & Spirituality): Select ONE of the following:**

Baxter-Magolda, M., Hall, M.H., & Parks, S.D. (2009). *Authoring your life: Developing an internal voice to navigate life's challenges*. Thousand Oaks: Jossey-Bass.

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This book will expand your understanding of self-authorship and is highly recommended for students who are seeking positions at mission-based institutions or who will work with students on meaning-making and personal development (leadership, career services, advising, etc.). This book is grounded in student development theory, research and practice and will stretch your skill set in all areas.

**hooks, b. (2003). *Teaching community: A pedagogy of hope*. New York: Routledge**

This book relates to the larger role of teaching and learning in the field of education. It is highly recommended for students who are seeking positions at public institutions, with students in the greater community (service learning, community engagement, P-20 partnerships), or in academic affairs (academic advising, retention, etc.). This book is moderately theoretical (philosophy and sociology-based) and will stretch your skill-set in applying to practice.

**Guiner, L., & Torres, G. (2002). *The miner’s canary: Enlisting race, resisting power, transforming democracy*. Boston, MA: Harvard University Press**

This book will challenge and strengthen your understanding of race, power, and privilege. It is highly recommended for students who would like to expand their knowledge and practice of critical race theory in their work in the field. This book is highly theoretical (law/CRT-based) and will stretch your skill-set in applying to practice.

**Nash, R.J., & Murray, M.C. (2010). *Helping college students find purpose: The campus guide to meaning-making*. Thousand Oaks: Jossey-Bass.**

This book will expand your understanding of meaning-making and spirituality. Is highly recommended for students who are seeking positions at religious or mission-based institutions, who will work with students on meaning-making and personal development (leadership, career services, advising, etc.), and/or would like to read an engaging book that a senior SSAO on campus has co-authored. This book is grounded in student development theory, research and practice and will stretch your skill set in all areas.

**West, C. (2004). *Democracy matters: Winning the fight against imperialism*. New York: The Penguin Press.**

This book will expand your understanding of the role of democracy in higher education purpose and practice. It is highly recommended for students who will be working at public institutions and/or would like to engage in ‘big picture’ questions/ideas and link them to the field. This book is highly theoretical (political science-based) will stretch your skill-set in applying to practice.

The first two books are required program texts and you should already have purchased them for your other SDA courses. Therefore, I have not ordered them through the SU bookstore for our class. If for some reason you do not currently own these books, since it is required for other SDA courses, you may be able to purchase them (ask the bookstore for the book directly, not by course #). The last book (professional development) should be purchased at a local bookstore (Elliott Bay, etc.) or an online retailer (amazon.com, etc.). In addition, you may be able to check out books from the SU or Seattle Public library and/or from a previously enrolled Capstone student/SDA alumni.

**Additional Resources**

[www.apastyle.org/index.html](http://www.apastyle.org/index.html) (APA style manual home page)

[www.acenet.edu](http://www.acenet.edu) (American Council on Education)

[www.chronicle.com](http://www.chronicle.com) (The Chronicle of Higher Education)

[www.Higher-Ed.org](http://www.Higher-Ed.org) (a private higher education resource site with links to many useful and interesting higher education sites)

<b>REQUIREMENTS</b>
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<b>Classroom Engagement</b>	<b>15%</b>
<b>Mock Interview Process</b>	<b>40%</b>
<b>Integrative Project</b>	<b>45%</b>

**Classroom Engagement (15%):** Participation and engagement are requisite components of the course. The course will have individual and group-based activities within (discussion, activities, peer review, etc.) and outside (reading, research, and reflection) of the classroom setting. You are expected to come to class having read for the entire week and be ready to discuss and engage in activities that will expand upon the material presented in the readings. You are required to bring your weekly readings to class, as we will refer to them during our discussion and activities.

**Mock Interview Process (40%):**

1) **Cover Letters (15%):** You will draft and revise 3 unique cover letters as part of the mock interview process. Each cover letter is to be tailored to their respective job description (e.g. you will not write one cover letter that will serve all 3 positions). Each set

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of drafts /revisions (2 times: (a) draft and (b) integrating professional feedback) is worth 1.5 points; your final cover letters (integrating faculty & mock interview feedback) are worth 4 points each. Please attach a list of changes made for each revised cover letter set.

Cover letters will be graded on the following: (1) concise and synthesized articulation of values, experiences, and interests that bring your resume to life, (2) adequately tailored to the position requirements (required and preferred), institutional type, and context, (3) clarity, depth, and organization, and (4) grammar and professional formatting.

2) **Resume (15%):** You will draft/revise 3 times ( (a) draft, (b) integrating peer & professional feedback, and (c) integrating faculty feedback), and finalize your professional resume (integrating mock interview feedback). Points for the resume assignment will be as follows: The first draft (1 point), each revision (2 points), and your final resume is worth 10 points. Please attach a list of changes made for each revised resume. Lastly, your resume should not exceed 3 pages (single-spaced).

Your resume will be graded on the following: (1) concise yet detailed qualitative articulation of experiences, training, and interests, (2) concise yet detailed quantification of experiences, training, and interests, (3) clarity, depth, and organization, and (4) grammar and professional formatting.

3) **Mock Interview Reflection (5%):** Provide an in-depth reflection of your mock interview process, both in person and skype/phone interviews (2-3 pages). What 2 strengths were highlighted in the process? How were they highlighted? And what did you learn from this experience? What 2 areas for improvement were identified in the process? How were they identified? What will you do to address your areas for improvement?

The reflection will be evaluated on (1) critical evaluation of strengths/accomplishments, (2) critical evaluation of challenges/areas for improvement, and (3) organization, clarity, depth, and cohesiveness of writing.

4) **LinkedIn Profile (5%):** You will create a LinkedIn profile to establish your career development documents in an electronic setting. Your profile should include: (1) brief background paragraph, highlighting your values, strengths, & pertinent experiences, and an (2) electronic version of your resume.

Your LinkedIn profile will be graded on the following: (1) concise yet detailed qualitative articulation of experiences, training, and interests, (2) concise yet detailed quantification of experiences, training, and interests, (3) clarity, depth, and organization, and (3) grammar and professional formatting.

**Integrative Project (45%):** As an integrative exercise, you will provide both an oral and written representation of your personal and professional development throughout the SDA program. You will engage in in-depth reflection and draw upon a number of experiences during the SDA program including (but not limited to): coursework, internship(s), work experience (graduate assistantship, etc.), formal/informal interactions with mentors, faculty, peers, alumni, and other professionals.

1) **Presentation (5%):** You will put together a poster-style presentation of your project. Your presentation should be reflective, engaging, and use visuals (posterboard or electronic). If you select the electronic option, you will be responsible for providing a vehicle to present your work (laptop, Ipad, etc.).

The presentation will be evaluated on (1) organization, clarity, depth, and cohesiveness, (2) degree to which the presentation illustrates your personal and professional development throughout the SDA program, (3) degree to which the presentation addresses student development theory and course readings, (4) effectiveness of visual presentation materials and (5) proper use of APA style.

2) **Final paper (40%):** Your final paper (10-15 pages) will integrate your learning in the Capstone Seminar. Drawing upon your SDA experience (student development theories, your internship/GAship experiences, class projects, etc.) and your Capstone experience (especially your professional development book), critically assess and reflect to generate the following:

a) **Personal & Professional Mission Statements (Portfolio Artifact B, 1 page) (5%):** Reflecting on your personal and professional selves, you will develop 2 distinct mission statements.

(1) **Personal Mission Statement (1/2 page):** One mission statement is your personal statement articulating what you believe, value, and how you live your life or act towards others regardless of your profession. Make sure to provide illustrative examples with your core values and actions.

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**(2) Professional Mission Statement (1/2 page):** This mission statement is focused on how and why you serve your (a) profession and b) students. You can also include some aspects of your personal mission statement, but it should be distinctly different. Make sure to provide illustrative examples with your core values and actions.

**b) Assessment (Portfolio Artifact H, 3 pages) (5%):** You will write a three page narrative reflection paper describing your growth in relation to each of the 10 program learning outcomes (LO)\*. Each description of your growth related to each LO should include your (1) understanding of the definition and dimensions of each LO, (2) connection to student development theory, (3) specific SDA coursework examples, (4) examples of your capstone readings, (5) professional practice illustrations, and (6) implication for future professional practice. Lastly, you will provide a concluding paragraph describing when you have been at your best since entering the SDA program relation to these LO's.

**c) Professional Development Analysis & Plan (Portfolio Artifact J, 4-6 pages) (5%):**

**(1) Analysis (3-5 pages):** After reading professional competency article (week 2 ACPA/NASPA reading), design your own analysis using the SDA LO\* or the NASPA/ACPA competencies. Your analysis should be organized into four columns:

- (a) Relevant competencies identified by our profession
- (b) Your self-assessed degree of competency
- (c) Evidence or context of competency, including coursework (include course # and title) and professional practice (include site of specific practice, internship: what and where?; work; what and where?).
- (d) Future strategies of improvement or development

**(2) Plan (1 page):** After reviewing your analysis and self assessment, create a one page 5 year action plan for continued professional development as a student affairs administrator. You are encouraged to develop this plan in consultation with your professional mentor(s).

**d) Professional Discernment Interviews & Reflection (25%):** To build your professional network and learn directly from an entry level professional/recent alumnus (graduated from a master's program within the last 5 years), you will conduct a 1:1 interview. In addition, you will write a professional discernment paper that outlines your core values, and the ways in which you have come to determine your purpose/career goals during the SDA program.

**(1) Interview Professional #1 Transcript: Entry Level/Recent Alum [5%]:** You will conduct a 30 minute 1:1 interview with an entry level professional/recent alumnus to gain insight into their first professional job search post-masters, and insight into their current professional role. With permission, you will tape record the interview and transcribe verbatim (using a pseudonym). Please see detailed instructions for selecting an interviewee, and the interview protocol.

**(2) Professional Discernment Reflective Paper [20%, 4-6 pages]:** You will complete a paper that addressed your professional discernment process in the SDA program. Your paper will have the following sections:

- (a) **Development of professional values/interests (1-2 pages):** Identify your (1) professional values (three max) and (2) interests (three max) and (3) one strength and one area for improvement at three timepoints—(a) before the program, (b) first quarter of the program, and (c) the present time.
- (b) **Pivotal Moments (2 pages):** Identify 1-2 pivotal moments in the program where your values/interests shifted and the experiences that prompted the shift(s). What learning took place? Provide specific references to student development theory and the capstone readings.
- (c) **Future (1-2 pages):** Given your self assessment, reflection throughout the quarter, and interview with an entry level professional/recent alum, identify two areas of growth that will be necessary for you to be an engaged and competent student affairs professional, specifically in the area of diversity and social justice. This section should not be a repetition of your self assessment or professional development plan. Rather, this should be a synthesized reflection that identifies areas across LO's that directly addresses diversity and social justice. Provide specific references to student development theory and the capstone readings.

\*Please note that you will be required to address all 10 LO's for SDAD 579. For students who will be completing portfolio, you may be required to address fewer. This will be determined by the SDA faculty by Oct 31, 2012.

The integrative project paper will be graded on the following: (1) the degree to which the assignment clearly/directly illustrates the LO, (2) deep/Insightful reflection, (3) numerous insights (three or more) articulated and elaborated, (4) degree to which student development theory and capstone readings are integrated/addressed, (5) clarity, depth, and organization, and (6) use of APA style (when appropriate).

<b>GRADING AND COURSE POLICIES</b>
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<b>A</b>	<b>A (95-100); A- (89-94)</b> Students must be engaged in at least 90% of class sessions in their entirety and have demonstrated mastery of material to receive this grade ( <b>no deadlines are missed</b> ).
<b>B</b>	<b>B+ (86-88); B (82-85); B-(79-81)</b> Students must be engaged in at least 80% of class sessions in their entirety and have demonstrated frequent mastery of material in all assignments to receive this grade ( <b>one or two deadlines are missed</b> ).
<b>C</b>	<b>C+ (76-78); C (72-75); C-(69-71)</b> Students must be engaged in at least 75% of class sessions in their entirety and have demonstrated infrequent mastery to receive a "C" grade ( <b>more than 2 deadlines are missed</b> ).
<b>D</b>	<b>D+ through D- (59-68)</b> Students must be engaged in at least 65% of class sessions in their entirety and have demonstrated infrequent to little mastery to receive a "D" grade ( <b>more than 3 deadlines are missed</b> ).
<b>F</b>	<b>F (Below 68)</b> Students who engage in less than 65% of class sessions in their entirety and have not demonstrated comprehension nor mastery ( <b>more than 4 deadlines are missed</b> ).

**Grades of C- or below will not count toward graduate degree or certificate. Some programs require a grade of a B or better or a course must be repeated.**

When a student is on the border between two grades (e.g., B+ or A-), classroom engagement will weigh in.

**Communication:** Email is the best way to reach me. When possible, I will respond to your email within 48 business hours. Please note that I do not check the Angel email box on a regular basis. If you use the communication function in Angel to email, please check the box that will send your message to my internet mail so that I receive your email in a timely manner.

You are required to check your SU email and the course Angel site [Announcements] by 12:00pm on the day of class to ensure that we will meet and receive any last announcements for the course.

**Assignment Format & Submissions:** All assignments are (1) to be uploaded on Angel and (2) you are to bring a hard copy to class. In addition, all assignments must be in APA format, unless stated otherwise. Special attention will be paid to citations and reference pages. In addition, all assignments should include (1) a cover page, (2) page numbers, and be (3) double-spaced in 12 pt font (Times New Roman, preferred) with 1' margins.

**Illness/Emergencies/ Unforeseeable Absences:** People who work in educational settings are prone to pick up the latest cold/flu from their students. Emergencies happen. When possible, please email me ASAP if an illness/emergency or unforeseeable circumstance arises and you cannot attend class. As part of our learning community, consult with your classmates first regarding missed notes and assignments. Thereafter, if you still have questions, please contact the instructor.

**Late/Missed Assignments:** All assignments are due on the date assigned unless other arrangements have been successfully negotiated with the instructor. Assignments not turned in during the first 10 minutes of class on the due date will be penalized one-half grade per day late (A to A-, etc.) and will not be accepted after 5 days. Emailed assignments will not be accepted. In addition, you will only receive credit for work completed.

**Extra Credit Opportunities:** Extra credit opportunities may become available during the course of the quarter. These activities are not required and will take place outside of class time. Every effort will be made to be inclusive of as many students as possible. However, because of students' diverse commitments outside of class time, participation may require students' to negotiate other time commitments in order to participate in such activities. Lastly, make up extra credit opportunities will not be available.

<b>UNIVERSITY/ COLLEGE OF EDUCATION POLICIES</b>
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**DISABILITIES:** If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

**ACADEMIC HONESTY POLICY:** Includes the issue of plagiarism and using assignments from prior classes in a subsequent class without the permission of the instructor of the subsequent class. The Academic Honesty Policy of the university is available from the Registrar’s web site at the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>. When you open the Registrar’s web page containing the list of SU policies, scroll down to the policy hotlink with the name “Academic Honesty” and click on that hotlink and it will open and/or download that policy in pdf format to your computer.

**GRADING GRIEVANCE:** This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade. A copy of this grading grievance policy and procedure document can be found at the following URL: <https://www.seattleu.edu/registrar/Policies.aspx>. When you open the Registrar’s web page containing the list of SU policies, scroll down to the policy hotlink with the name “Grading Grievance Challenging a Course Grade” and click on that hotlink and it will open and/or download that policy in pdf format to your computer.

**FAIR PROCESS POLICY:** The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate. A copy of the fair process policy can be found using the following URL which directly opens the policy found on one of the web pages of the Registrar’s Office: <https://www.seattleu.edu/registrar/Policies.aspx>. When you open the Registrar’s web page containing the list of SU policies, scroll down to the policy hotlink with the name “Fair Process for ASC, EDUC and NURS” and click on that hotlink and it will open and/or download that policy in pdf format the policy to your computer.

<b>WEEKLY OVERVIEW</b>
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**Week 1: Introduction to the Capstone Seminar**

*What does the process of career and professional preparation look like in the field of student affairs?*

**Week 2: Meaning-Making and the Student Affairs Job Search Process**

*What does it mean to look within and make-meaning of my experiences? What type of career will make my life meaningful for me? What does the student affairs job search look like?*

**Week 3: Purposeful Journeys & Communication in the Job Search Process**

*How will I engage in a meaningful professional career search process? What written and oral communication skills do I need to continue to examine and develop?*

**Week 4: Professional Networks in the Student Affairs Job Search Process**

*What does my current professional network look like? How do I continue to build a professional network in the student affairs field? How can I tap into such a network for immediate and long-term professional success?*

**Week 5: Professional Engagement: Local, National, and Global**

*What does long term professional development in student affairs look like? And how will I continue to develop myself after completing my degree?*

**Week 6: Life-Long Learning: Exploring the Role of Change Agents and Ally Development**

*In what ways do student affairs professionals impact the field in the long term? What is the role of a change agent? What is an ally?*

**Week 7: Interview Process**

*What does the student affairs interview process look like? How can I continue to sharpen my communication skills for successful professional interviews and job opportunities?*

**Week 8: Life-Long Learning: Becoming a Change Agent and an Ally**

*How can I impact the field in the long term? How can I develop as a change agent? How can I help others develop into change agents? How can I develop as an ally? How can I help others develop into allies?*

**Bringing it All Together**

*In what ways have I developed in the student affairs community? In what ways do I need to continue my own personal and professional development to become a meaningful social-justice change agent?*

**Week 9: Professional Networks II****Week 10: Integrative Poster Session I**

*How have I developed in the student development program? What have I learned? What do I need to continue to learn? Where am I headed from here?*

**Week 10: Integrative Poster Session**

*How have I developed in the student development program? What have I learned? What do I need to continue to learn? Where am I headed from here?*

<b>BIBLIOGRAPHY</b>
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## SCHEDULE OF ACTIVITIES & ASSIGNMENTS

*Please note: This is a tentative schedule that is subject to change*

	Date	Topic	Required Readings [# of pgs]	Assignments <small>All assignments are due in 2 formats: 1) A hard copy; 2) A electronic copy on our class Angel site *—please bring 2 hard copies of all assignments</small>	Assignments Returned
1	Sept 24	Introduction Guest Speaker: Alissa Strong		Current Resume	
2	Oct 1	<b>Meaning-Making and the Student Affairs Job Search Process</b>	ACPA , p.6-26 [20] Cuyjet JCSD, p.104-114 [10] PD Book, 1-25 [25]	1) <b>Revised Resume (Professional &amp; Peer Fback)*</b> 2) <b>Draft Cover Letter #1 (Your Choice)*</b> 3) <b>Position Description (Your Choice) *</b> 4) <b>Position Description (Specific Area)*</b>	
3	Oct 8 <i>1:1 Mtgs</i>	Purposeful Journeys	McClellan &Stringer, p.447-477 [30] PD Book, 25-50 [25]	1) Draft Cover Letter #2 & 3 (class descriptions) 2) Iview Preference Sheet 3) Draft LinkedIn Profile	Resume Cover Letter 1
4	Oct 15	<b>Professional Networks</b>	<b>McClellan &amp; Stringer, p.371-385 [15]</b> <b>Roberts NASPA, p. 561-575 [15]</b> <b>PD Book, 50-75 [25]</b>	1) <b>Items below due Friday, Oct 19 @ 12:00pm</b> a) Revised Cover Letters (all three—Prof fback) b) Revised Resume (Faculty Fback)	
5	Oct 22	Professional Engagement  Guest Speaker: Dr. Alvin Sturdivant	Nash AC, p.11-18 [8] Pope JCSD, p. 640-658 [18] PD Book, 75-100 [25]	1) <b>Mission Statements (Portfolio B)*</b>	
6	Oct 29 <i>Work Day</i>	<b>Life Long Learning</b>	<b>PD Book, 100-125 [25]</b>	1) <b>Assessment Reflection (Portfolio H)*</b> 2) <b>Phone interviews (schedule w/interviewer)</b> 3) <b>Interview Transcription #1</b>	
7	Nov 5	Mock Iviews	PD Book, 125-150 [25]	Mock Interview (three in-person interviews)	Portfolio B
8	Nov 12 <i>Holiday</i>	<b>Change Agent &amp; Allyship Bringing it all Together</b>	Waters, p. 2-8 [7] Patton et. al, NDSS, p.39-49 [10] PD Book, 150-175 [25]	1) <b>Complete Phone/Skype Mock Iview (one interview)</b> 2) <b>Mock Interview Reflection</b> 3) <b>Professional Development Analysis &amp; Plan (Portfolio J)</b> <b>*assignments on Angel only (bring hard copy to class the following week)</b>	<b>Portfolio H</b>
9	Nov 19	Professional Networks II	McClellan &Stringer, p.388-399 [10] PD Book, 175-200 [25]	1) Final Resume (Mock Iview Fback) 2) Final Cover Letters (all three; Faculty & Mock Fback) 3) Bring hard copies of assignments from W8: (a) Mock Interview Reflection (b) Professional Development Analysis & Plan (Portfolio J)	
10	Nov 26	<b>Integrative Presentations I</b>	<b>Dungy JCC, p. 1-8 [8]</b>	1) <b>Final Presentations</b>	<b>Portfolio Reflection J</b>
F	Dec 3		Welkener JCC, p.1-11 [11]	1) Final Paper 2) Final LinkedIn Profile	