

**U547 Professional Development Seminar**  
*Indiana University – DRAFT Syllabus*

Course Description:

Student affairs professionals, as administrators in public and private universities and colleges, are held accountable in numerous administrative areas. This course will provide knowledge in the areas of budget, human resources, technology, and general management. Through readings, class discussion, and activities, students will become familiar with the functional areas and the constituent groups with whom student affairs professionals normally interact and are held accountable. Constituent groups include senior administrators, students, governing groups within and outside the university, academic personnel, and sometimes parents, donors, and alumni. While readings will not be exhaustive, they will provide adequate information to familiarize students with the basic functions, challenges, and strategies that are inherent in administrative positions in student affairs.

Course Instructor:

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Class Meetings and Office Hours:

Learning Objectives:

This course will prepare students to:

- apply information about leadership to personal values and strengths,
- distinguish among different types of budgeting processes,
- identify key funding sources in private and public institutions,
- understand basic steps in developing and revising a budget,
- identify ways in which technology is essential in administration,
- discuss issues associated with technology use in student affairs,
- develop a working knowledge of issues and tasks in human resource management, and
- identify constituent groups to consider when making administrative decisions.

Course Expectations:

Students in this course are expected to be active learners, which require each student to take an active role in their own learning and to share the learning process with the class. The components of active learning include the following elements.

1. *Attendance at all class sessions* is critical to promoting a learning community within the class. Each member benefits from the viewpoints of the other members. If you need to miss a class for unforeseen reasons you are responsible for getting all information covered in class, it is good to make these arrangements with a classmate in advance.
2. *Read all assigned materials* and make note of questions, inconsistencies, areas of interest, and connections you find to other readings.
3. *Active participation in class* discussions allows each student to test out his or her own assumptions about professional practice, as well as expand the worldview of others in the class.

- All assignments should be turned in on the assigned due date, at the beginning of class, and in compliance with all the criteria listed in the assignment instructions.
- All students are expected to abide by Indiana University “Code of Student Rights, Responsibilities, and Conduct.” This code can be found at <http://www.dsa.indiana.edu/Code/>
- In order to receive an accommodation for a disability the student must be registered with the Disability Services for Students office at 601 E. Kirkwood Ave. #327 (812-855-3508). The instructor will expect instructions to come from DSS. If at all possible please talk to the instructor about these situations prior to class sessions.

### **Electronic Readings:**

All required readings will be made available on electronic reserve. Password: ????

#### Required

Winston, R. B. Jr., Creamer, D. G., Miller, T. K., & Associates (2001). *The professional student affairs administrator: Educator, leader, and manager*. New York: Brunner-Routledge.

Barr, M. J. (2002). *Academic administrator’s guide to budgets and financial management*. San Francisco: Jossey-Bass.

*Learning Through Supervised Practice in Student Affairs*. (2002). By D. L. Cooper, S. A. Saunders, R. B. Winston, Jr., J. B. Hirt, D. G. Creamer, and S. M. Janosik.

*The Book of Professional Standards for Higher Education*. 6<sup>th</sup> Ed. (2006). By Council for the Advancement of Standards in Higher Education. This text can be purchased online at <http://www.cas.edu/>. The bookstore will also have this text.

#### Recommended (same text from U544):

Komives, S. R., Woodard, D. B., & Associates (2003). *Student services: A handbook for the profession* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

#### Assignments with Due Dates:

<u>Assignment</u>	<u>Due Date</u>	<u>Point Value</u>
Weekly Journals		
Management vs. Leadership		
Conflict Management		
Budget Construction		
Budget Revision		
Case Study		
CAS Analysis		

#### Course Schedule:

<i>Date</i>	<i>Topics</i>	<i>Readings and Assignments Due</i>
	Course Overview; Student Affairs Administrators’ roles and functions	<u>Optional Reading</u> Winston et. al – Chapter 1 <u>E-reserves Optional</u>

		Lowery – Bonfire tragedy Turrentine et al. – the parent project
	Leadership and management; conflict resolution	<u>Readings</u> Winston et al. – Chapter 10 Skim: Winston et al. – Chapter 15-16 <u>E-reserves</u> Woodard – Leadership Thomas – the moral domain Brown – Becoming reflective Kezar – Pluralistic Leadership
	Funding in public and private institutions; sources and issues Guest Instructor: Pam Freeman	<u>Readings</u> Winston et al. – Chapter 9 Barr – Chapter 1 & 2 <u>E-reserves</u> Woodard – Resources Claar & Scott – comparing financial issues <b><u>Due- Management vs. Leadership Paper</u></b> <b><i>*Send assignment via e-mail</i></b>
		<b><u>Due – Conflict Resolution</u></b> <b><i>*Send assignment via e-mail</i></b>
	Budget development and revision	<u>Readings</u> Barr – Chapter 3-5 Komives – Chapter 16 ( <i>Schuh – strategic planning and finance</i> ) <u>E-reserves</u> Sandeem – mid-year budget Scott & Bischoff – Preserving student affairs <b><u>Due - Budget</u></b>
	Human resources: staffing, developing, surviving vs. thriving	<u>Readings</u> IU Human Resources Website (Info. Given in class) Komives et al. – Chapter 18 ( <i>Dalton – Managing Human Resources</i> ) <u>E-reserves</u> Blackhurst – Effects of mentoring Denzine – Making a commitment <b><u>Due – Budget Revision</u></b>
	Supervisory issues; performance feedback;	<u>Readings</u> <u>E-reserves</u>

		Schuh & Carlisle – supervision and evaluation Brown – performance appraisal Douglas – less drinking
	Technology, information management, planning, and assessment; course summary and evaluation	<i>Readings - Skim</i> Winston et al. – Chapter 4 Komives et al. – Chapter 26 (Upcraft – Assessment & Evaluation) <i>E-reserves - Skim</i> Salter – Digital divide Clark – Iowa State Experience Kleemann – Weaving Silos Upcraft & Goldsmith – technological changes Benedict – technology and information systems
	Integrating Theory and Practice	Chapter 1 in Cooper et. al. Chapter 4 in Cooper et. al.
	Foundations and Philosophies Introduction of CAS Standards	CAS PowerPoint – online at <a href="http://www.cas.edu/">http://www.cas.edu/</a>
	Ethics in the Profession Discussion: Ethical Case Study	Chapter 5 in Cooper et. al. Dannells & Stage - Case Analysis in Action Case Study – Honesty and Integrity from Stage and Dannells <i>Due: Ethical Case Study Analysis</i>
	Professional Etiquette Discussion: Professional conferences and associations	Nuss – The role of professional associations Schwartz & Bryan – What is Professional Development?
	CAS Standards Articulating your experience in your resume	
	Theory to Practice – Brining it together for intentional practice.	
	Evaluating the Practicum Experience	<i>Due: CAS Standard Evaluation of Practicum Site</i>

Electronic Reserves: Reading List

- Benedict, L. G. (2000). Technology and information systems. In S. R. Komives, D. B. Woodard, Jr., & Associates (Eds.) *Student services: A handbook for the profession* (pp. 476-493). San Francisco: Jossey-Bass.
- Blackhurst, A. (2000). Effects of mentoring on the employment experiences and career satisfaction of women student affairs administrators. *NASPA Journal*, 37, 573-586.
- Brown, R. D. (Ed.) (1988). *Performance appraisal as a tool for self-development*, New Directions for Student Services, No. 43. San Francisco: Jossey-Bass.
- Brown, R. D., Podolske, D. L., Kohles, R. D., & Sonnenberg, R. L. (1992). Becoming a reflective student affairs administrator, *NASPA Journal*, 29, 307-314.
- Claar, J. M., & Scott, H. J. (2003). Comparing financial issues in public and private institutions. In J. H. Schuh (Ed.) *Student affairs finance*, New Directions for Student Services, No. 103 (pp. 17-29). San Francisco: Jossey-Bass.
- Clark, M. P., & Mason, T. W. (2001). Implementation of a comprehensive system of program evaluation: The Iowa State University experience. *Journal of College Student Development*, 42, 28-35.
- Denzine, G. (2001). Making a commitment to professional growth: Realizing the potential of professional portfolios, *NASPA Journal*, 38, 495-507.
- Douglas, K.B. (2000) Less drinking or professional sinking? In F.K. Stage & M. Dannels (Eds.), *Linking theory to practice: Case studies for working with college students*, (2<sup>nd</sup> ed.) (pp. 71-74). New York: Brunner-Routledge.
- Kezar, A. (2000). Pluralistic leadership: Bringing diverse voices to the table. *About Campus*, 5(3), 6-11.
- Kleemann, G. L. (2005). Weaving silos – a leadership challenge: A cross-functional team approach to supporting web-based student services. In *Technology in student affairs*, New Directions for Student Services No. 112 (pp. 89-101). San Francisco: Jossey Bass.
- Lowery, J. W. (2000). Bonfire – tragedy and tradition. *About campus*, 5(3), 20-25.
- Nuss, E. M. (1993). The role of professional associations. In E.J. Whitt (Ed.), *College student affairs administration* (pp. 113-130). San Francisco: Jossey-Bass.
- Salter, D. W. (2001). Campuses at the digital divide. *About campus*, 5(6), 24-26.
- Sandeen, A. (2000). A mid-year budget recall at Hickory State College. In A. Sandeen *Improving leadership in student affairs administration: A case approach* (pp.170-180). Springfield, IL: Charles C. Thomas.

- Schuh, J., & Carlisle, W. (1991). Supervision and evaluation: Selected topics for emerging professionals. In Miller, Winston, & Assoc., *Administration and leadership in student affairs* (2<sup>nd</sup> ed.) (pp. 495-527). Muncie, IN: Accelerated Development Inc.
- Schwartz, R. A. & Bryan, W. A. (1998). What is professional development? In *New Directions for Student Services*, 84, (pp. 3-13). San Francisco: Jossey-Bass.
- Scott, R. A. & Bischoff, P. M. (2000). Preserving student affairs in times of fiscal constraint: A case history. *NASPA Journal*, 38, 122-133.
- Thomas, W. (2002). The moral domain of student affairs leadership. In *The art and practical wisdom of student affairs leadership* New Directions for Student Services, No. 98 (pp. 61-70). San Francisco: Jossey-Bass.
- Turrentine, C., Schnure, S., Ostroth, D., & Ward-Roof, J. (2000). The parent project: What parents want from the college experience. *NASPA Journal*, 38, 31-43.
- Upcraft, M. L., & Goldsmith, H. (2000). Technological changes in student affairs administration. In *The handbook of student affairs administration* (2<sup>nd</sup> Ed.)(pp. 216-228). Washington, D.C.: NASPA.
- Woodard, Jr., D.B., Love, P., & Komives, S.R. (2000). Leadership. In *Leadership and management issues for a new century*. New Directions for Student Services, No. 92 (pp. 81-91). San Francisco: Jossey-Bass.
- Woodard, et al. (2000), Resources: Money Matters, In *Leadership and management issues for a new century*. New Directions for Student Services, No. 92 (pp. 71-80). San Francisco: Jossey-Bass.

Final grades will be computed using the following point system.

A+ = 100	B+ = 87-89	C+ = 77-79
A = 94-99	B = 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73

## **EDUC U547 Assignment 1 Management vs. Leadership**

### Goal:

To define management and leadership in the context of higher education and student affairs. The goal of this assignment is for you to articulate the definition of these terms and explain how they are applied to higher education and student affairs.

### Assignment:

Write a paper that is structured around the following questions.

1. How do **you** define leadership and management? Are they different or the same? Can the terms be used interchangeably?
2. Provide examples of these terms being used in the higher education and student affairs environment. At least one example should illustrate what you believe to be effective practice and at least one example should illustrate what you believe to be ineffective practice. Explain why these examples are effective and ineffective.
3. How does the **literature** related to management and leadership define these terms? Do these definitions differ in relation to how you chose to define leadership and management? Does the literature use the terms interchangeably?
4. Should the concept of leadership and management in higher education and student affairs be identical to the concept of leadership and management in business? Why?
5. Conclude your paper with a summary of how you believe leadership and management should be operationalized in higher education and student affairs.

### Technical Instructions:

This paper should be typed, double-spaced, 12 pt font, and no longer than 4 pages in length. Pay close attention to good writing techniques, include a clear thesis sentence and organizational statement. The citation page and cover page do not count in the 4 pages. APA guidelines should be used. You may need to do additional research to find literature to find current definitions of leadership and management.

### Evaluation Criteria:

- Clarity of thought and writing will be highly valued.
- Ability to articulate your thoughts into a well organized paper that address the questions listed in the assignment.
- Your summary statements should be supported with the evidence you provided in the body of the paper.
- Few to no grammatical errors throughout the paper.
- Proper use of APA throughout the paper.

Due Date: March 25 - Send final paper via e-mail ([d-desawal@indiana.edu](mailto:d-desawal@indiana.edu))

Points Awarded: \_\_\_\_/25

## **EDUC U547 Assignment 2**

### **Managing Conflict**

#### Goal:

Student affairs administrators must respond to conflict on many levels. At times, they are expected to provide guidance to individuals and groups who report conflict situations that are obstructing their ability to function in their respective roles. In supervising staff, student affairs administrators must recognize conflicts that potentially will disrupt the work environment if not addressed in a constructive manner. Conflicts may involve students, staff, faculty, alumni, parents, and even persons not affiliated with the university. In this assignment, concepts about conflict management from class discussion and readings will be applied to a hypothetical situation. Included in learning outcomes will be self-reflection about personal leadership traits that would be useful in addressing conflicts, as well as consideration of skills that could be strengthened through further development efforts.

#### Assignment:

Select from the following list one conflict situation for which you will develop a response from the perspective of a student affairs administrator.

*Situation A:* The student government office has one classified staff member who is paid through student activity fees and provides basic clerical and receptionist functions. This staff member, now in her 20<sup>th</sup> year at the university, technically reports to the Assistant Director of Student Activities, who reports to you and is the advisor to student government; on a daily basis, though, she provides services for the student body president and executive officers. The recently elected student government president has directed the staff member to cease keeping paper files, as part of the president's platform in running for office was to "bring the campus into the 21<sup>st</sup> Century by going paperless." The staff member comes to your office in tears, because she believes important records will be lost, and she does not believe the current technology is reliable enough to completely eliminate paper transactions. She says she will have to find a new job if the president does not stop "overstepping her bounds." The staff member has tried to reach the Assistant Director of Student Activities, but he is on vacation. Having enjoyed her working relationship with students in the past, she tells you that she is offended and hurt by the disrespect she is feeling from this new president.

*Situation B:* Due to budget constraints, the travel budget for the Career Development Office had to be cut in half, leaving only \$3000 for travel for a staff of five professional staff, including you as the director. In the past, all staff have been allowed to attend at least one national conference per year, but this year that will not be possible. You must attend two conferences because of your position, leaving \$1500 for the remaining four staff members. Two energetic staff members who have been employed in the department only a few years have submitted papers for presentation at national conferences, and both papers have been accepted. Therefore, they believe that their requests for travel funds should be given higher priority than the requests of the remaining two staff members. If their trips are fully funded, there will be no funds left for the other staff. The two remaining staff members have been in their positions longer than the two who are presenting papers, and they believe that seniority should be given higher priority, especially since they have held positions in the national organization in the past, find the conferences to be an important opportunity to network with

colleagues, and consider attendance at the conferences to be an essential part of their professional roles. While the staff have worked well together in the past, you can see tension being created between the two senior staff and the two junior staff.

*Situation C:* As a residence center administrator, you directly supervise two graduate supervisors (GS), who each oversee five living units, each of which is staffed with a resident assistant (RA). The supervisory styles of the two GSs are very different. One, an African American woman, is directly involved in the daily activities of the RAs and often seen on residential units and at various programs in the center. The other, a Euro-American White man, has a more indirect approach, saying that he believes staff will rise to the level of expectations and perform best when allowed to thrive on their own, seeking assistance from the GS when needed. You and the GSs joke about the opposite approaches to supervision at the beginning of the year, admiring the flexibility and appreciation for diversity being shown by hiring such different staff. One month into the first semester, RAs from the African American woman's floors come to you to complain about her "micro-management" of their floors. They report that their peers who are RAs in the other units are given freedom to establish with their floors such standards as quiet hours, visitation policy, and selection of programs. They, on the other hand, resent having to get approval from the GS every time their floor wants to try something new. When you talk with the GS, she informs you that her male counterpart is not doing his job, as students and RAs in his part of the center ignore policy, have ill-planned programs, and have allowed through neglect that part of the center to be unfit for trying to study or sleep. She tells you that it is only a matter of time before complaints begin reaching you from residents who are sick of the disorder and parents who are appalled by what their sons and daughters are telling them about the center. The GS tells you that it is unfair for you to allow the other GS to be so negligent in the "name of diversity," creating an impossible situation for her. When you talk with the male GS, he tells you that you have been misinformed, and that there are no problems with his area.

Write a paper that describes how you would manage the conflict that you selected, as instructed below.

1. Identify from the Leadership vs. Management paper that you wrote for Assignment 1 a style of leading that is characteristic of you and that could be helpful in resolving the conflict. Why do you think this style of leadership would be effective with the conflict situation that you selected?
2. Describe one or more sources of power (from readings and class discussion) that would be important for you to possess in order to be effective in resolving the conflict.
3. Identify (a) the primary parties who are in conflict and (b) the persons who would be major parties to involve in the conflict resolution process.
4. Identify the outcome/s that you would need to accomplish in order to reach a satisfactory resolution to the conflict; i.e., what criteria would be used to determine if the method you chose for resolution was effective?
5. Describe actions you would take to resolve the conflict, incorporating one of the major strategies described in reading assignments and class discussion. What factors did you consider in choosing a strategy?

6. Identify a skill that you would like to develop further in order to manage conflicts as a student affairs administrator. Why do you think this skill is important?

Technical instructions:

The paper must be typed, 12-point font, double-spaced, and no longer than four pages in length. Paper should be written in narrative form, well organized, and clearly stated. Be attentive to spelling, grammar, sentence structure, and punctuation. Follow APA guidelines.

Evaluation criteria:

- Includes all information as instructed in 1-6
- Thoughtful and clearly stated
- Well organized
- Few to no grammatical or spelling errors
- Proper use of APA
- Turned in on time

Date due: April 1 – Send final paper via e-mail ([ddesawal@indiana.edu](mailto:ddesawal@indiana.edu))

Points awarded: \_\_\_\_ / 20

### **EDUC U547 Assignment 3 Budget Development and Revision**

Goal:

Budget development and management is a critical piece of student affairs administration. Practitioners need to understand the components of a budget, how to figure/anticipate expenses, and development a budget. In addition, practitioners must also be prepared to revise budgets based on reduced funding or lack of revenue generation. These two assignments are designed to help you begin to realize the complexity of budget development and the hard decisions that must be made when revising budgets.

Assignment:

Part I: Budget

Select a functional area that interests you (e.g., judicial affairs, student activities, residence life, etc.). You will need to write a mission statement for the functional area and develop a budget based on the following parameters.

1. List basic functions of office.
2. Total allocation: \$200,000.
3. Refer to the IUB salary sheets to determine appropriate salary levels.
4. Limit personnel to no more than 7 staff (may include combination of professional staff, clerical staff, and student academic staff).
5. Show lines for all benefit categories and indicate formula used for all calculations.
6. Include travel in S&E
7. Do not use an existing budget in completing this assignment.

Part II: Budget Revision

Use the budget revision worksheet

1. Using the budget revision worksheet reduce the total allocation by 10% and write a paragraph, justifying where you made the cuts.
2. Starting again with the budget outlined on the budget revision worksheet, increase the personnel lines by 3% with no overall increase in allocation; i.e., the total allocation will not change (remains at \$317, 248)

Technical Instructions:

All budget worksheets should be clear and easy to read (typed is preferable). Budgets should be prepared according to the parameters listed above in the assignment. Your justification for budget revisions should be concise and well written.

Criteria for Evaluation:

- Ability to produce a budget that is within the parameters listed.
- Produce a written mission statement that is aligned with the purpose of the functional area you have selected.
- Ability to clearly articulate changes in the budget.
- Budget revisions are realistic.
- Use of APA guidelines.

Due Date: Budget: April 8      Budget Revision: April 15

Points Awarded:      Budget : \_\_\_/10      Budget Revision: \_\_\_/15

## **U547 Assignment 4**

### **CAS Standard Evaluation of Practicum Site**

#### Goal:

The Council for the Advancement of Standards (CAS) in Higher Education was established for the purpose of developing and promoting standards of professional practice to guide higher education practitioners and their institutions, especially in their work with college students. This purpose of this assignment is to have each student evaluate their practicum site in regards to the CAS standards that are associated with that office.

#### Assignment:

Each student will identify a functional area in the CAS standards that is aligned with their practicum site. Professionals are often asked to evaluate a program area, identify discrepancies, and recommend an action plan to address the identified concerns. These standards have been part of the history of higher education and student affairs for 25 years. The standards serve the following purpose:

CAS seeks to promote standards that are current and that reflect the best practices of professional work in higher education. As institutions of higher learning face new challenges, faculty and staff members often are required to implement their educational responsibilities in new and different ways. Approaches and strategies that previously worked are amended as institutions and programs evolve to be effective. History confirms that the educational and developmental needs that students bring to campus become manifest in different ways over time, requiring new and different approaches to provide the support necessary for those needs to be met effectively. As new developments occur that result in previously unrecognized or newly identified student needs, institutional student support services and programs must adjust to remain effective. In light of these inevitable evolutions, each CAS standard must be viewed as a living document that will change over time.

-Retrieved on November 16, 2006 from <http://www.cas.edu/>

For this assignment each student will use CAS to evaluate their practicum site location. You will be responsible for identifying relevant issues and concerns at your site location that do not align with CAS. You will determine options for a corrective action, recommend action for program enhancement, and prepare an action plan that outlines intentional practice. Be sure that you ground your recommendations in current theory and research.

#### Technical Instructions:

The analysis should be guided by the outlined CAS standards identified for your practicum site (functional area). If your site is not easily identified, please talk with your seminar facilitator to identify an appropriate functional area within the CAS standards. The paper should be approximately 5-7 pages in length.

#### Evaluation Criteria:

- Clarity of writing. This involves clear concise writing that provides a logical flow for the reader.
- A clear justification for your conclusions in the evaluation based on supporting research or theories.
- Proper use of APA style
- Ability to address each of the standards presented for the functional area and discuss how the office is currently addressing or not addressing the standards
- Conclude your paper with suggestions that are grounded in research and theory to illustrate how the office can be more intentional in their practice

## **U547 Assignment 5 Weekly Journal Entries**

### Goal:

Journaling can be a powerful experience when students are making connections between what they are learning in the classroom and their practicum. This assignment will allow students to take time to reflect on their experiences and tie those experiences to the theory and research they are learning in the HESA program.

### Assignment:

Purchase a notebook that you will use solely for journaling your experiences during the Spring 2006 semester. For the practicum seminar each student is required to have at least one entry per week (including the weeks the seminar does not meet). Your journal should be your own thoughts and reflections about your experiences and identify connections you have made between the literature you are reading and professional practice.

### Evaluation Criteria:

- Journal entries should be written with the thought that your practicum facilitators will read these
- The length of the entry is dictated by your own reflection and the connections you make
- Thoughtful reflection
- Ability to articulate connections
- Clarity of thought

### Due Date:

Seminar facilitators will determine when they would like to collect these to read throughout the semester.

## **U547 Assignment 6 Case Study Analysis**

### Goal:

This assignment is designed to give students an opportunity to apply theory to practice by doing an analysis of a case study that focuses on ethical decision making in the profession. This assignment will allow students to critically identify and analyze a situation that incorporates student development theories, knowledge about the student affairs profession, and the ethical guidelines for the profession. As in the student development and theory course this assignment will assist in gaining a clearer understanding of how theory should guide practice. This is particularly important for recognizing, comprehending and addressing multiple perspectives, ideas, people and cultures represented within the college student population.

### Assignment:

Each student will have the same case study. You will be responsible for identifying relevant theoretical models, addressing ethical guidelines that are in question and applying them to approaches or strategies that would provide potential solutions for the chosen case. There is an expectation that the steps outlined in the Stage & Dannels chapter (the same chapter used in the student development and theory course) will be used in the written analysis of the case. In addition to providing a written analysis, students should also be prepared to engage in a discussion of the case study during the class discussion. Students are expected to illustrate throughout the case study analysis – theory to practice. Once the theories you intend to use are illustrated you will need to use those theories to support the options and actions you plan to take.

### Technical Instructions:

The case analysis should be 3-5 pages (not counting the reference page), double spaced, using APA style for citations.

### Criteria for Evaluation:

- Clarity of writing. This involves clear concise writing that provides a logical flow for the reader.
- A clear justification for action selected based on supporting research or theories.
- Proper use of APA style.
- Thoroughness in following the eight steps of case study analysis suggested in the Stage & Dannels chapter. This involves carefully following the model and addressing the narrow and broad points of the case. It would be beneficial to support your analysis with external sources from relevant literature and research.
- Ability to facilitate this assignment from the perspective of a student affairs professional in both the written assignment and the classroom discussion. This involves the identification of thought-provoking questions that encourage dialogue about emergent issues and the application of theory.
- Ability to identify and appropriately apply theory to your practice – this is where you will be intentional with your practice.

### Due Date: