EDH 7634: Student Affairs Administration
Spring 2016 Section 5238

INSTRUCTOR CONTACT INFORMATION:
Cliff Haynes, Ph.D., Clinical Assistant Professor
Office: Norman Hall 291
E-mail: cliffh@coe.ufl.edu
Office Phone: 352-273-4310
Office Hours: Wednesdays from 1pm-3pm. Others by appointment.

CLASS MEETING:
Mondays 1:55pm-4:55pm [really 2pm-5pm] (periods 7-9).
Norman Hall 250

TEXTBOOK REQUIREMENT:

COURSE DESCRIPTION:
This course will explore various topics relevant to student affairs administration. Students will be exposed to current theory and research about each topic and will learn how to translate that information to professional practice. The major purpose of the course is to broaden the knowledge base and repertoire of skills among those who aspire to administrative leadership positions in higher education.

The course will meet for three hours per week and will consist of discussion time for two hours and one hour of guest lectures by current administrators who will provide the class with descriptions of current practice in their office of how these concepts are put to use in day-to-day work.

COURSE OBJECTIVES:
This course partially meets the following competency areas as listed in the Professional Competency Areas for Student Affairs Educators (ACPA & NASPA, 2015):

Students will be able to…
Organizational and Human Resources (OHR) Foundational Outcomes
- Describe ethical hiring techniques and institutional hiring policies, procedures, and processes.
- Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.
- Explain how job descriptions are designed and support overall staffing patterns in one’s work setting.
- Understand the relational roles partners, allies, and adversaries play in the completion of goals and work assignments.

This syllabus is subject to change at the discretion of the instructor.
Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.

Design a professional development plan that assesses one’s current strengths and weaknesses, and establishes action items for fostering an appropriate pace of growth.

### Personal and Ethical Foundations (PEF) Foundational Outcomes

- Identify one’s primary work responsibilities and, with appropriate, on-going feedback, craft a realistic self-appraisal of one’s strengths and limitations.

### Personal and Ethical Foundations (PEF) Advanced Outcomes

- Attend to areas of growth relating to one’s anticipated career trajectory.

### Technology (TECH) Foundational Outcomes

- Remain current on student and educator adoption patterns of new technologies and familiarize oneself with the purpose and functionality of those technologies.
- Draw upon research, trend data, and environmental scanning to assess the technological readiness and needs of students, colleagues, and other educational stakeholders when infusing technology into educational programs and interventions.
- Appropriately utilize social media and other digital communication and collaboration tools to market and promote advising, programming, and other learning-focused interventions and to engage students in these activities.

### COURSE EXPECTATIONS:

#### Classroom Civility

**Behavior**

Mature and respectful behavior is expected from all members of our class in all interactions with instructors, guest presenters, and other students. Side conversations, sleeping, and reading other course material (or The Alligator, etc.) are not appropriate and may negatively impact the attendance/participation grade for that day.

**Technology**

Use of computers/tablets should be limited to note-taking, assigned readings, and in-class exercises. Emailing, texting, Facebook, and other social media should be limited to before and after class and during breaks during in-class sessions.

During peer or guest presentations all computers/tablets are to be put away. Computers may contribute to active learning, and may serve as a distraction. Similarly, there are legitimate reasons to have a cell phone in the classroom (on call responsibilities, family emergencies, etc.), and they may also serve as a distraction. Please balance these needs appropriately.

*During guest presentations, all technology should be put away to devote attention to the speaker and to honor the time commitment he/she has freely given to our class.*

**Recording of Class Sessions**

Students who need/want to audio record the lectures are allowed to after seeking approval by the instructor. Additionally, classes may be audio and/or video recorded to assist the instructor in developing future online versions of this course (i.e., development on lecture scripts video filming).

**Classroom Temperature/Appropriate Dress**

Because this is Florida and the temperature can change often, I encourage you to dress appropriately if you get cold easily. This means bringing a light jacket, wearing pants over shorts/skirts, and wearing socks and shoes over sandals/flip flops.

Please note that I will not be allowing the temperature to be turned up too high, as research has shown that the optimal temperature for learning and memory and productivity is around 72 degrees (Lackney, 1997; Seppanen, Fisk, & Lei, 2006). Anecdotally, I have noted that as the temperature goes up, the class participation goes down. Consider this your warning.

*This syllabus is subject to change at the discretion of the instructor.*
**Academic Honor Code and Academic Honesty**

**University of Florida Student Honor Code**

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code.

**The Honor Code:** We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.

On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. As a University of Florida student, one is expected to neither commit nor assist another in committing an academic honesty violation. Additionally, it is the student’s duty to report observed academic honesty violations. Violations of the Honor Code and academic dishonesty will not be tolerated. Specifically, instructors will rigorously pursue incidents of plagiarism of any type or incidents of referring to any unauthorized material for any class requirement. Before submitting any work for this class, please read the policies about academic honesty at [http://www.dso.ufl.edu/judicial/academic.php](http://www.dso.ufl.edu/judicial/academic.php), and ask the instructors to clarify any expectations you do not understand.

It is also expected that all papers submitted for this class be original work for this semester. No papers should be “recycled” from a previous course or other writing assignment without prior permission from the instructor.

**Written Assignments**

All written assignments should be professionally presented with well-organized ideas and materials (and proper grammar and spelling!). All written assignments must be typed (double-spaced, 12-point font, 1-inch margins). Please PROOFREAD your work. **Late written work will lose points for each day they are late,** unless an extension was provided by the instructor due to an extenuating circumstance. Students may be asked for documentation if an extension is requested. The key is to plan ahead and complete work prior to the due date! A copy of all written assignments should be uploaded to canvas and a hard copy should be submitted in class.

**APA Citation**

The Student Personnel and Higher Education program requires students to exhibit graduate-level writing skills and to comply with the requirements of the APA Manual for all written work unless notified otherwise by the instructor. For further information, please consult the following:


**Reading Assignments**

Please complete reading assignments designated in the syllabus or otherwise assigned by the instructor prior to the class meeting. Your responsibility to your classmates and guest presenters is to be prepared to engage in large and small-group discussions. Taking notes and/or highlighting text while reading will assist you in contributing to class discussions and writing assignments.

**GatorLink E-mail**

Students are required to have and use their GatorLink account (@ufl.edu) for all UF related e-mail functions. Official university communications are sent to students at this email address. You are responsible for staying informed and current with all correspondence sent over the listserv.

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This syllabus is subject to change at the discretion of the instructor.
Canvas Website
Students are required to use the canvas website. Additional course readings, information about assignments, and course-related announcements will be posted on this website.

End of Semester Course Evaluation
Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

RESOURCES:
Americans with Disability Act (ADA) Accommodations
The University of Florida provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester, preferably within the first week of class.

Resources for Students in Distress
The University of Florida Community cares about one another and offers many services to support students in distress. Some of these services include:
- Counseling and Wellness Center (CWC): http://www.counseling.ufl.edu/cwc/ or (352) 392-1575
- University Police Department: (352) 392-1111 or 9-1-1 for emergencies.
- U Matter, We Care: http://www.umatter.ufl.edu/

Writing Resources
- University of Florida’s Online Writing lab http://web.cwoc.ufl.edu/owl/index.html
- Reading and Writing Center http://at.ufl.edu/rwcenter/

COURSE ASSIGNMENTS:
Attendance & Participation (12 points each week/120 points total)
Attendance is vital to being an engaged participant in class topics and discussion. The purposefulness with which you approach your learning experience in the class will correlate with your learning outcomes. Your participation/contribution is essential for your learning and the learning of your classmates. In addition to attendance, students are expected to arrive on time and be prepared for class to begin promptly at the assigned time.

If you know ahead of time that you will be absent or late for class, please contact the instructor via e-mail prior to that class. Knowing that sometimes it may be difficult to contact the instructor prior to class depending on the situation, please do so as soon as possible.

Excused absences include:
- **Required student participation in a University sponsored event:** These events will be excused with official documentation from the appropriate faculty or staff member. Documentation should be received PRIOR to the event. Attendance at professional conferences are considered personal and professional development and do not count unless you are REQUIRED to attend to formally represent the university (i.e., voting member, etc.).
- **Religious Holidays:** Religious holidays are always excused; however, please notify the instructors, in writing, within the first two weeks of class so that appropriate accommodations may be made.
- **Medical Emergencies:** Medical emergencies are excused with appropriate documentation from a health care provider.
- **Family Emergencies:** These emergencies are only excused with written documentation from the Dean of Students Office.

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Part of student affairs administration is a self-awareness of skills. In order to practice this, students will submit a self-evaluation of each class for their attendance and participation grade based on the following criteria:

- Preparedness: completing assigned reading and any assignments prior to class, bringing materials to class, reviewing the syllabus before asking questions.
- Attentiveness: note taking; not distracting others; raising questions when you do not understand; respectfully listening to instructor, peers, and guest presenters.
- Engagement: contributing to class discussions, encouraging others to contribute, assisting in facilitating group processes, participating effectively as a group member in group exercises.
- Professionalism: arriving to class on time, not leaving class early, appropriately using technology, providing open and appropriate self-disclosure in class, appropriately responding to the needs of other group members.

A rubric will be provided to the students to complete. As instructor, I reserve the right to overrule your score for that week should I believe you are not providing an honest evaluation of your performance. For instance, if you arrive late but give yourself full-credit on that portion of the score, I will disregard your score and assign my own evaluation of your performance for that week.

Only the highest 10 scores will be used in the final grade. The lowest score will be dropped, which allows you to miss once because of sickness, unexcused emergency, or job search. Should you miss a second or third time, you can submit an annotated bibliography of the assigned reading by Wednesday 5pm of that week for 75% and 50% respective credit for that week to avoid irreparably damaging your grade; however, your absence will be noted.

**Current Practices Annotation (20 points each)**

In order for students to continue to stay current on the topics, the will be expected to complete the following:

- **Staffing Practices Article**
  - Students are expected to identify one authoritative paper in the literature of higher education/student affairs (generally published articles in top-tier journals, book chapters in recent major works, or major article in a contemporary source—not an opinion piece) on the topic of staffing and to write a succinct annotation (one double-spaced page) of the article. The annotation includes both a review and a critique/analysis of the work. Students may want to check with the instructor if there is any doubt about whether the selected paper is appropriate for the assignment. A copy of this assignment should be uploaded to canvas and a hard copy should be submitted in class.

- **Administration Skills Article/Presentation**
  - Students can choose one of the following write a succinct annotation (one double-spaced page) of the article/presentation. The annotation includes both a review and a critique/analysis of the work. Students may want to check with the instructor if there is any doubt about whether the selected paper is appropriate for the assignment. A copy of this assignment should be uploaded to canvas and a hard copy should be submitted in class.
    - Attend a NASPA (or other conference) session- submit copy of handout from presentation with assignment.
    - Watch an ACPA, NASPA, or Higher Ed Live (or other high quality video) session online- submit link to video with assignment.
    - Read a peer-reviewed journal article- submit copy of article with assignment.

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**Staffing Practices Report (100 points)**

Students will be responsible for conducting a staffing practice interview and writing a comprehensive report on their findings. The purpose of this interview will be to assess the degree to which selected administrators use the processes and practices contained in the Integrated Model for Staffing Practices (IMSP). These structured interviews are to be designed around (a) the values of the profession; (b) the institutional culture, experience and educational background of the interviewee, and (c) the particular staff practice selected. Students may choose from ONE of six components: (a) recruitment and hiring, (b) orientation, (c) supervision, (d) staff development, (e) performance appraisal, or (f) separation. Each report must include answers to the following questions:

1. Which practice of the staffing model are you examining?
2. What does the model say about this practice?
3. Who did you interview? (Provide a brief biography)
4. Why did you select this person?
5. What did this person say about his or her own practice?
6. How did this person develop these practices/behaviors/preferences?
7. What is the underlying training or theory base he or she received or used in his or her own practice?
8. How does this practice relate to the IMSP?

Interviewees must be department or division heads and have at least 3 years of supervisory experience at that level and must supervise at least two full-time professional staff members. The person can be working in a higher education setting, industry, or government. The interviewer cannot be working in the interviewee's current job site (meaning office). Be careful to document these criteria carefully in your report.

The report will be evaluated on the following criteria: (a) the degree to which the interview attended to the Winston and Creamer (1997) Model, (b) the degree to which the paper incorporates other research on the topic selected, (c) the depth of the interview summary, (d) thoroughness, (e) economy of word usage and clarity, (f) good writing style (APA format only), and (g) correct word usage, spelling, and punctuation. As a guide these reports run 10 to 12 pages double-spaced (or about 2500 words). Include a cover page and reference page but not an abstract. A copy of this assignment should be uploaded to canvas and a hard copy should be submitted in class.

You may want to develop your questions in advance and share them with the person you plan to interview. Interviews should take 60-90 minutes. Broad, open-ended questions are best. Start by establishing some rapport by asking questions about your interviewee's background and experience. As an example, if you want to know about recruitment and selection, a good first question might be, "How are employees recruited to be part of your applicant pool?" You might follow that by asking, "How is your selection committee formed?" Once you receive applications, how do you determine who gets the job?" If you have understood the readings about the particular staffing practices, a series of questions should be developed pretty easily.

Please make sure that you are professional in your interactions with colleagues from that campus. You are representing yourself, our program, and UF. The people you meet may potentially be interviewing you or a cohort member for a job next year and we want them to have a positive view of the students of the SPHE program. We do not want the impression that they have of you is being unorganized or discourteous. If doing phone or online interviews, please do your best to be timely in arranging interviews and do your research ahead of time so that you are asking questions that cannot be found on the website. Make sure to send thank you notes or emails after your visit.

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Professional Development Plan (100 points)
Students will develop a Personal Leadership Plan. Each student is expected to complete a Personal Leadership Plan with three major sections. A copy of this assignment should be uploaded to canvas and a hard copy should be submitted in class.

- The first third of the paper (3-4 typed double-spaced pages) is to be a brief autobiographical professional sketch that includes description of current skills and experiences.
- The second section of the paper (3-4 typed double-spaced pages) should be a statement of the student’s vision and role in education; including beliefs about education, vision for education’s future, and a discussion of the student’s projected role or mission in education.
- The final section of the paper (3-4 typed double-spaced pages) should be a personal plan of action that includes a discussion of the student’s strengths and values; how he/she plans to make a difference in and for education; and a specific action plan that includes goals, strategies, and timelines. Include a cover page and reference page but not an abstract.

Bonus Opportunity: Course Evaluation (2-5 points)
Any student who uploads proof of completion of the course evaluation to class will receive a bonus two points. Once you have completed the evaluations, the class will be part of the “Closed and Completed Evaluations” section on the Submit Evaluations page, which you can upload a screen shot here in order to receive credit. Even more exciting: if the class has 100% completion by the last day of class, all students will receive 5 bonus points, instead of the 2 points. So, feel free to encourage your classmates to complete the evaluation!

The evaluation should take you less than 10 minutes. While the number rating scale is useful, I also ask that you answer at least one of written questions, as I have found these comments helpful in developing and enhancing future classes.

How to complete the course evaluation:
Online instructor evaluations are voluntary and confidential. Please visit https://evaluations.ufl.edu and fill out an evaluation for your course(s). Please note that I do not see these scores until after grades have posted.

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GRADING:
Introductory Post.................................................. 10
Syllabus Review..................................................... 10
Staffing Practices Article Annotation .................. 20
Administration Skills Article/Presentation Annotation .... 20
Staffing Practices Report ........................................... 100
Professional Development Plan .................................. 100
Participation/Attendance .......................................... 120
TOTAL POSSIBLE POINTS: ......................................... 380

Rubric for Evaluation of Key Course Activities

<table>
<thead>
<tr>
<th>Participation</th>
<th>A Student</th>
<th>B Student</th>
<th>C Student</th>
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<td></td>
<td>Has completed all of the assigned reading. Contributions reflect exceptional preparation. Ideas offered are based on a review of the readings as well as outside sources. This individual enhances the quality of discussion and provides engaging insights for class members.</td>
<td>Has completed some of the assigned reading. Contributions reflect satisfactory preparation. Ideas sometimes offer insights but seldom provide direction for the class.</td>
<td>Rarely completed the assigned reading. This individual contributes nothing to the class discussions. Ideas rarely provide insight to help move discussions forward.</td>
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<tr>
<td>Projects</td>
<td>Submits all projects and assignments on time. Follows all directions and submits complete assignments.</td>
<td>Submits most projects and assignments on time. Follows most directions and submits most assignments as complete.</td>
<td>Submits few projects and assignments on time. Does not follow directions and submits incomplete assignments.</td>
</tr>
<tr>
<td>Papers</td>
<td>Submits all papers on time. Answers all questions, proofreads work, and has few to no grammar and spelling errors.</td>
<td>Submits most papers on time. Answers most questions, occasionally proofreads work, and has some grammar and spelling errors.</td>
<td>Submits few papers on time. Does not answer some of the questions, does not proofread work, and has many grammar and spelling errors.</td>
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Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage Ranges</th>
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<tbody>
<tr>
<td>93-100% (A)</td>
<td>87-89% (B+)</td>
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<tr>
<td>90-93% (A-)</td>
<td>83-86% (B)</td>
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<tr>
<td>80-83% (B-)</td>
<td>77-79% (C+)</td>
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<tr>
<td>77-79% (C+)</td>
<td>73-76% (C)</td>
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<td>70-73% (C-)</td>
<td>67-69% (D+)</td>
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<td>67-69% (D+)</td>
<td>60-66% (D)</td>
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<td>60-66% (D)</td>
<td>Below 59% (E)</td>
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A grade of Incomplete (I) will only be issued for extreme circumstances.

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### SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Due This Week</th>
<th>Assignments Due This Week</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions &amp; Syllabus</td>
<td>• Winston &amp; Creamer Chapter 1: Contexts and values for staffing in student affairs</td>
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<tr>
<td></td>
<td>Integrated Model for Staffing Practices (IMSP)</td>
<td>• Winston &amp; Creamer Chapter 2: A model for staffing practice in student affairs</td>
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<td>(1/11)</td>
<td>(1/18) No class in observance of MLK, Jr. Birthday (university holiday)</td>
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<tr>
<td>2</td>
<td>New Staff Orientation</td>
<td>• Winston &amp; Creamer Chapter 6: Orienting staff to new positions</td>
<td>• Introductory Canvas Post</td>
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<td>(1/25)</td>
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<td>• Current Practice Presenter: Christine Winget</td>
<td>o Picture and Biography</td>
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<td>including program, assistantship/fellowship/</td>
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<td>geographical area for first job.</td>
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<td>• Syllabus Review</td>
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<td>3</td>
<td>Recruitment and Selection of Staff</td>
<td>• Winston &amp; Creamer Chapter 5: Recruitment and selection of staff</td>
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<td>(2/1 )</td>
<td></td>
<td>• Current Practice Presenter: Dr. Heather White</td>
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<tr>
<td>4</td>
<td>Supervision of Staff</td>
<td>• Winston &amp; Creamer Chapter 7: Supervising and managing staff</td>
<td>Staffing Practices Article Annotation Due</td>
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<tr>
<td>(2/8 )</td>
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<td>• Current Practice Presenter: Jason Dodge</td>
<td>#ChompComps this weekend!</td>
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<td>5</td>
<td>Staff Development</td>
<td>• Winston &amp; Creamer Chapter 8: Staff Development</td>
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<td>(2/15)</td>
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<td>• Current Practice Presenter: Cat Cramp</td>
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<tr>
<th>Week</th>
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</table>
| 6 (2/22) | Performance Appraisal & Separation | • Winston & Creamer Chapter 9: Performance Appraisal  
• Current Practice Presenter: Sue Beebe | |
| (2/29) | | | No Class- Spring Break |
| 8* (3/14) | NASPA 2016 Annual Conference – class will not meet | Choose your own adventure in Skills:  
• Attend a NASPA (or other conference) session  
• Watch an ACPA or NASPA session online (or other association video with approval)  
• Read a journal article | This will serve as your item to annotate/review for next week. |
• Current Practice Presenter: Georgia Reuter | |
• Current Practice Presenter: Josh Wilson | Administration Skills Article/Presentation Annotation Due |
• Current Practice Presenter: Jackie Bonilla | |
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<th>Week</th>
<th>Topic</th>
<th>Reading Due This Week</th>
<th>Assignments Due This Week</th>
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<tbody>
<tr>
<td>12</td>
<td>Skills: Facilities</td>
<td>• Handbook (3rd edition)</td>
<td>Professional Development Plan</td>
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<td></td>
<td>Management</td>
<td>Chapter 29: Facilities planning and development</td>
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<td>• Current Practice Presenter: Marty Dempsey</td>
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<td>13</td>
<td>Closure</td>
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<td>Sharing of Professional Development Plans</td>
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*This week does not count toward the attendance/participation grade.*
SUGGESTED CONTEMPORARY SOURCES FOR ANNOTATED BIBLIOGRAPHIES

- About Campus
- The Academic Minute
- Change
- Chronicle of Higher Education
- The Conversation
- Diverse — Issues in Higher Education (Formerly Black Issues in Higher Education)
- Inside Higher Education (online resource)

SUGGESTED RESEARCH JOURNALS FOR ANNOTATED BIBLIOGRAPHIES

**General Higher Education**
- Enrollment Management Journal: Student Access, Finance, and Success in Higher Education#
- Higher Education
- History of Education Quarterly
- Innovative Higher Education
- Journal of College Admission
- Journal of College and University Law
- Journal of Faculty Development#
- Journal of Further and Higher Education#
- Journal of General Education
- Journal of Higher Education
- Journal of the Professoriate
- New Directions for Higher Education
- New Directions for Institutional Research
- Research in Higher Education
- Review of Higher Education
- Studies in Higher Education
- The Journal of Continuing Higher Education
- The Journal of Educational Research

**Student Affairs**
- College Student Affairs Journal
- Journal of College and Character
- Journal of College and University Student Housing
- Journal of College Student Development
- Journal of College Student Retention: Research, Theory & Practice#
- Journal of First-Year Experience and Students in Transition#
- Journal of Student Affairs Research and Practice (formerly NASPA Journal)
- NACADA Journal#
- NASAP Journal#
- New Directions for Student Services

**Education Policy**
- Economics of Education Review
- Education Finance and Policy
- Educational Policy Analysis Archives
- Educational Policy
- Educational Researcher
- Journal on Education Finance
- Journal of Policy Analysis and Management
- Journal of Student Financial Aid

**Community College**
- Community College Journal
- Community College Journal of Research and Practice
- Community College Review
- Journal of Applied Research in the Community College#
- New Directions for Community Colleges

**Pedagogy in Higher Education**
- College Teaching
- Journal on Excellence in College Teaching#
- New Directions for Teaching and Learning
- Teaching in Higher Education

# denotes the library does not have access and Interlibrary Loan will be necessary


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