Introduction to Student Affairs in Higher Education
Eastern Michigan University - EDLD 550

Course Information	In-Class Course Schedule
Instructor: Jeff Grim	1/8
Preferred Email: jgrim@umich.edu	1/29
(or jgrim@emich.edu)	2/12
Office Hours: by appointment	2/26
	3/12
Class Time: Mondays 5:30PM – 8:20PM	3/26
Room: Porter 300BC	4/9

COURSE DESCRIPTION

Catalog Description
This course is designed to provide an introduction to the field of student affairs in American higher education. The course provides several introductory elements: a historical overview of student affairs, professional ethics, theoretical approaches to student learning, and an introduction to various functions and activities associated with student affairs. The course is designed to examine student affairs in public and private institutions as well as community colleges.

Course Objectives
With successful engagement with the course, students will be able to:
Graduate Student Skills
- Utilize appropriate American Psychological Association standards for scholarly writing
- Identify and search from various sources of information, research, and scholarship about student affairs/higher education
- Critically analyze scholarship and professional practices in educational research
- Utilize technological strategies to translate scholarship to practice and engage with course material

Personal Reflection
- Reflect on individual social identities and experiences that impact ways in which issues in student affairs/higher education are understood through personal perspectives
- Define distinct functional areas within student affairs, their relevance to student success/organizational success, and potential personal career aspirations

Course Content
- Understand foundational histories, philosophies, functions, professional associations, and potential futures of the field of student affairs/services in higher education.
- Critique and analyze the role of student affairs and services in student outcomes (engagement, learning, success, etc.)
- Understand the role of student affairs in creating equitable campus environments

- Differentiate between distinct structures of the organization of student affairs in different institutional types
- Understand the integral relationship and importance between student affairs and the academic mission, faculty, and student learning

Guiding Questions
The following questions should help guide your thinking and engaging with course material, in-class and online conversation, and

1. What is/is not student affairs?
2. How is the operationalization of student affairs contributing and/or detracting from student success?
3. What is the role of student affairs in the institutional structure? Where should it be positioned for optimal effectiveness?
4. Are student affairs professionals educators? Service providers? Teachers? Administrators? Babysitters?
5. How is the current understanding/operation of student affairs irrelevant? Advanced? Effective? Differential?
6. How does student affairs have to change or sustain in order to support/assist/serve underrepresented students and close achievement gaps?
7. How does your learning about student affairs contribute to your current role and future career?

TEXTS

Required Text
Manning, K., Kinzie, J. & Shuh, J. H. (2014). *One size does not fit all: Traditional and innovative models of student affairs Practice.* (2nd ed.). New York, NY: Routledge

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

6th Edition of the American Psychological Association Publication Manual
(Recommended: Spiral Bound)

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- InsideHigherEd.com: https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters

Videos
Especially during online weeks, I will try to create a video (interview, presentation, etc.) that will help connect course readings and practice. These should be considered a 'required' reading for that week.

COURSE PROCESS AND REQUIREMENTS

This course will incorporate a variety of online and in-person activities to engage all students in the learning process around the context of Student Affairs in American Higher Education.

Course Engagement
The learning in the course will be completely determined by individual effort and group engagement. Students are expected to complete all of the required readings and be prepared to actively participate in the classroom and online activities. I believe that all of us (students and instructor) have much to gain and contribute to the knowledge of our fellow "co-learners" and we will only get the most out of the experience if we are both physically and intellectually present to contribute, listen, reflect, and process. Class participation is expected and will count in the final grade. If you have any questions about your participation grade during the semester, please email the instructor to ask for an update.

Especially since the course will only formally meet 7 times throughout the semester, it is incredibly important for all students to be in attendance. If there is a reason you are unable to make a class, engage in an online activity on time, or turn an assignment on the due date – please let the instructor know in advance. *More than one absence in class or failure to engage in online activities constitute grounds for failure in the course.*

Canvas
The canvas course management software will be the main mode of interacting with course materials. If you are new to this website, be sure to read/watch tutorials of how to access and engage with it appropriately by the first week of class. Since this is a hybrid course, a significant portion of learning will take place through this online medium and will be essential to your course success. (FYI: There is also a downloadable smartphone/tablet application). In canvas you will find:
- The syllabus (and any updated modifications)
- Electronic course readings
- Online message boards and other activities required for course participation
- Other course documents such as PowerPoints, videos, etc.
- I will communicate with all co-learners about course announcements through the "announcement" function, so ensure announcements are forwarded to your email or you check the site regularly
- All assignments (unless alternative directions are given) will be uploaded through the appropriate assignments folder on Canvas.
- Feedback (unless alternative methods are given) on assignments will be given from me on Canvas

Instructor Communication
As an adjunct instructor only teaching one course, I do not have specified office hours but can be available for phone calls, skype conversations, or in-person meetings by request. For all communication please use the jgrim@umich.edu email address (even though I also have jgrim@emich.edu). I will try to respond within 24-48 hours (Monday – Friday) and will expect the same from you. Similar to you, this course is not my main work (or personal) responsibility, but also similar to you – I take my work, communication, and our mutual course success very

seriously. I will be in communication ASAP if there are emergencies or unplanned events that may have to take precedent to my role and I would expect the same from all other co-learners.

Also, if you have questions about an assignment, reading, etc. do not wait until the night (or hours) before class and expect a response. This happens quite often, so ensure you are working on assignments in advance.

Course Behavior
In order to fully engage with the course (either in-person or online) students should adhere to the following principles for respectful discourse:
- Respect differences of culture, background, opinion, and communication style.
- Explain statements and ideas with readings from class, scholarship outside of class, and personal experiences (understanding the limitation of personal experiences extending to generalized data and facts).
- In programs and courses like this, there are usually students with little and significant professional experiences. Use this range of experiences to enhance the course experience by being willing to listen, ask questions, and share authentically.
- Encourage an environment where different points of view are welcomed, respected, and valued as an opportunity to learn and grow.
- When disagreeing or confused with a co-learner, ask questions for clarification before engaging in civil dialogue.
- Recognize that while in this course we are all co-learners we also carry multiple roles outside of the course that may be, or may not, conflict with course interactions. For example, there may be supervisor/supervisee or other relationship dynamics that could influence the learning experience. Be respectful of the multiple roles we all hold inside and outside of this class environment.
- Self-monitor "air time" to ensure all co-learners are able to share ideas and thoughts. If you notice you are talking more, but are worried about your participation grade if you engage less, please talk to the instructor.

For additional information about the Student Code of Conduct:
http://www.emich.edu/studentconduct/

In-Class Technology Use
Except in pre-approved circumstances (family emergencies, on-call responsibilities, etc.) cell phones should not be used in class except on breaks. Additionally, when engaging in lectures or group discussions, *lap top computers/tablets should not be used in class* (unless previously discussed with the instructor). Why? "When college students use computers or tablets during lecture, they learn less and earn worse grades" explained here:
https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/

For a few more reasons:
https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/?utm_term=.f0cff127e808
http://www.chronicle.com/article/An-Instructor-Saw-Digital/239841
https://twitter.com/TahanyAls/status/854021491083685888/photo/1

Academic Writing

All written assignments must adhere to the 6th edition of the American Psychological Association (APA) publication manual. For many of you, this may be one of your first courses in graduate school and using this writing format. I will help you learn APA writing as quickly as possible, but as we progress through the course I will expect a higher degree of mastery with accompanying consequences. I recommend using the Purdue OWL website: https://owl.english.purdue.edu/owl/resource/560/1/ and/or purchasing the 6th Edition APA Publication Manual (spiral bound) for reference.

Written assignments should be double-spaced with 1" margins and use 12-point Times New Roman font. Unlike in undergraduate courses, I will notice when the margins are larger, spacing is more than double, font is enlarged, or other tactics are used to increase paper size. You should use headings to separate different parts of the paper. Papers should be submitted in the appropriate Canvas assignment box, unless additional instructions are given.

For writing assistance, the University Writing Center (115 Halle Library; 487-0694) offers one-to-one writing consulting for both undergraduate and graduate students. Students can make appointments or drop in between the hours of 10 a.m. and 6 p.m. Mondays through Thursdays and from 11 a.m. to 4 p.m. on Fridays. Students are encouraged to come to the UWC at any stage of the writing process. http://www.emich.edu/uwc

Academic Honesty Policy

Plagiarism occurs when a writer deliberately passes off another's words or ideas without acknowledging their source. If you plagiarize in this class, you will likely fail the assignment on which you are working and your case may be passed to the university for additional disciplinary action. It is incredibly important, especially as you are beginning to learn (or perfecting) APA style and graduate-level writing, to ensure you are citing appropriate resources and ideas that are not your own.

Each student is responsible for knowing and complying with the academic honesty policy for the University. This instructor will approach each person's submitted work as the originator's declaration of original efforts. For more information, here are some additional resources:
- https://www.emich.edu/library/help/tutorials/assets/plagiarism/story_html5.html
- http://www.emich.edu/facdev/teach-resources/plagiarism.php

Religious Observances

I understand and respect students that have to miss class for religious observances or traditions. After receiving the syllabus, students have one week to email the instructor of any necessary adjustments that should be made due to religious holidays/observances.

Late Assignments

Students are expected to submit assignments on the pre-determined dates by 11:59PM (unless otherwise noticed). If there are situations where one cannot complete an assignment on time, please notify the instructor with advanced notice with genuine reasons as to why and proposed course of action. As a general rule, expect that late assignments will have automatic grade reductions.

Revisions
Assignments are not just evaluative activities, but also a tool for learning. My primary concern in the course is your learning and your ability to become a better writer, graduate student, scholar, and practitioner. If a revision is allowed by the instructor, ALL feedback must be taken/corrected in order to regain points. The ability to do revisions on an assignment will be on a case-by-case basis, but will not be granted for the final assignment of the course.

Extra Credit
Students may propose an extra credit assignment to the instructor, but the assignment must be related to the class and course material.

Accessibility
It is my goal that this class be an accessible and welcoming experience for all students, including those with disabilities that may affect their learning. If you have trouble participating or effectively demonstrating learning in this course, please meet with me as soon as possible to discuss potential options or adjustments. During our discussion, I may suggest the possibility/necessity of your contacting the DRC (246 Student Center; (734) 487-2470; swd_office@emich.edu) to talk about academic accommodations. Please let me know as soon as possible if you need any modifications.

Change Policy
The instructor reserves the right to alter information in this syllabus as needed to enhance the learning outcomes of the course. When, or if changes are necessary, they will be announced in advance and students will have appropriate time to make adjustments.

Copyright Statement
The materials used in this course are copyrighted. The content presented is the property of EMU and may not be duplicated in any format without permission from the instructor. This material may not be used for any commercial purposes nor may it be used as instructional material in a course outside Eastern Michigan University without permission. Content includes but is not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the EMU Conduct Code.

COURSE ASSIGNMENTS

Personal Histories and Perspectives of Student Affairs

Due: January 21st @ 11:59PM	Page Length: 4-6 pages	25 Points

During the course, we will discuss the field of student affairs as a single entity with foundational competencies, values, and philosophies, yet each institution operationalizes student affairs differently. The beauty and curse of studying a phenomenon, like the field of student affairs, is that we all have our different experiences, histories, and understandings that contribute to our knowledge of what we believe student affairs is and should be. Studying something that is commonly experienced can often give a false sense of proficiency. For example, if you ask a single father attending Washtenaw Community College part-time about what services he needs compared to a 19-year-old undocumented transfer student attending Eastern Michigan University or a full-time 32-year-old Air Force veteran taking online classes at Capella University; you will likely find that their engagement and needs will vary based on their social identities and contexts.

Because of this, it is important to recognize how your social identities and experiences create your specific lens of which you view student affairs in higher education. This paper will serve as a foundation for you to examine how both yours, and the authors that we will read from, have biased perspectives based on social identities and past experiences.

For the purpose of this paper, social identities are defined as the following: Ability, Age, Ethnicity, Gender, Gender Identity, National Origin, Race, Religion, Sexual Orientation, and Social Class. *Dominant identities are those of which you hold systemic and societal power* and *subordinate identities are those in which you do not hold systemic or societal power.* For example: Being a transgender woman in society is a subordinate identity to being a cisgender woman. It does *not* mean someone is less than or less worthy – but with the current construction of social contexts, one identity holds power and has certain privileges over another. It is also important to note that while one identity may not hold privilege in certain spaces (i.e. a man may have to pay an extra cover charge to get into the local bar one night, whereas women get in for free), it does not mean that women have systemic/societal power and privilege over men just because of an individual instance. It should also be noted that there are other identities one can hold such as: parent, brother, dog-lover, and EMU graduate student – that are also impactful, salient, and important, but for this assignment you will only focus on the ones I provide for the definition we will use.

Even though this is reflective essay, it is still an academic/scholarly writing project and should adhere to all APA guidelines and writing styles for publication. You may use "I" statements and are not required (although you are certainly able) to use external references.

Description of Assignment
In a short paper (between 4-6 pages) address the following prompts in a coherent essay:
Background
- Provide a brief narrative of your experience with student affairs in college
    - When/where did you go to college? Why did you make those decisions?

- o What types of activities, clubs, organizations, jobs, involvement etc. did you do in college?
- o What services did you take advantage of (orientation, residence life, counseling services, veteran affairs, etc.) and how did you view them (Ineffective? Outdated? Transformational? Adequate? Useful? Why?).

Identity
- Name one dominant identity and reflect on how this impacts your lens on student affairs.
- Name one subordinate identity and reflect on how this impacts your lens on student affairs.

Future
- Current Philosophy
  - o How do you believe student affairs contributes to the function of a university? To student learning? To student success? Why do you know this?
- Personal Future in Student Affairs:
  - o What do you hope to learn? Give?
  - o What are your career (and other) goals with your degree?

Functional Area Exploration Paper *Adapted from Dr. Ashley Stone's HED 621 Syllabus

Due: January 28th @ 11:59PM (Proposal)	1-2 pages (single-spaced)	10 Points
February 11th @ 11:59PM (paper)	3-4 pages	20 Points

The field of student affairs encompasses an ever-changing cadre of functional areas, roles, and responsibilities. While there are a core set of functional areas (residence life, student activities, new student programs, etc.) there are constantly new functional areas emerging as needs arise (veteran affairs, sexual violence prevention, etc.) and some that are contested (admissions, financial aid, academic advising, etc.). Additionally, depending on the institutional type, mission, and student needs, functional areas may operate vastly different on different campuses.

For this project, you will be asked to interview at least 2 different professionals (from different institutional types) to gain a comparative perspective on a functional area that you are interested in (either as a potential career or curious about). The professionals must have worked in their current role for at least two years. For example, you could interview academic advisors, one from a community college and one from a small religiously-affiliated college, or you could interview two hall directors, one from a large public institution and one from a HBCU. You do not need to transcribe the interview, but I encourage you to record the interview (if the participant is willing) and/or take detailed notes.
*Since this is for a class project and will not be used for research purposes, so an IRB approval is not necessary.

Proposal
For the proposal, **submitted no later than 1/28**, include a detailed interview protocol of the questions you plan to ask each interviewee (based on your prior research on the foundational principles of the functional area). The interview should be between 30 – 45 minutes and include at least 10 questions (beyond introductory demographic questions). Additionally, include the name, title, institution, and email address of each potential interviewee.

I will try to give feedback as quick as possible (24-48 hours) so you can begin the project as soon as possible. Use this project to do some networking that you would not otherwise be able to do or explore a functional area that you have always been curious about. If you need assistance in finding potential interviewees let me know well before 1/28.

Paper

The goal for the paper is to research the functional area of your choice through professional associations, professional standards, current scholarship, and interviews of professionals in the field. You will want to answer the following in the paper:

- Give a brief introduction of your participants.
  - Include a short summary of their professional background and their current role and institution.
- What are the standards, core competencies, or other foundational principles of the functional area?
  - You do not need to (please don't) list all of them, but how are the main categories or themes grouped and related?
- How are the foundational principles operationalized in the field?
  - Are there distinct differences between how the field is portrayed versus operationalized from your two participants?
  - How does the instructional type, or other distinguishing features, impact how the field is operationalized?
- Based on your research, what are your concluding thoughts of whether this functional area is of interest to your future career.
  - This will entail describing what are you looking for out of a position, institution, and/or functional area for a future profession.

Student Success Intervention Presentation Project

Due: 1/29 in Class	Bring 2-3 options of student success programs you would like to study	
Due: 2/28 @ 11:59PM	Annotated Bibliography *Please include the following sources in your annotated bibliography:* • At least 1 Theory/Model • At least 6 peer-reviewed empirical research (journal) articles • At least 2 books that address the subject • At least 2 periodical articles • At least 2 best practices	30 Points
Due: 3/4 @ 5:00PM	15 Minute Podcast 1-page (2-sided) handout	15 Points 10 Points
3/11 @ 11:59PM	Co-Learner Feedback	10 Points

Student affairs supports diverse students through multiple mediums and programmatic interventions. Institutions will spend millions of dollars on lazy rivers, residence halls, and

orientation programs – but how effective are they? Are programmatic interventions based on a strong theoretical and empirical foundation or are they created in order to "keep up with the Jones's?" This project will require you to become an expert on a popular programmatic intervention that is often found in student affairs. These could be *High Impact Practices* or a common practice. In order to prepare for the student success intervention presentation, you will need to utilize current research, scholarship, and evaluated best practices. While you do not need to write an additional paper for this assignment you will have to create an annotated bibliography (using APA standards) that should be used to frame your presentation. For more information on annotated bibliographies, see the Purdue OWL website: https://owl.english.purdue.edu/owl/resource/614/03/. (Do not copy/paste abstracts!)

10-15 min. Podcast
Each student will give a 10-15 min. audio podcast presentation on a specific student success intervention/practice utilizing theory, empirical research, and evaluated best practices. Since this will be during an online week of the class, the presentations must be audio-recorded (podcast-style) and complemented with a 1-page (2-sided) handout and uploaded on the appropriate message board. For example, someone may be interested in living-learning programs and provide theories of why social and academic integration are important, scholarship that supports (or not) the impact of living/learning programs relationship to desire student outcomes, and a few evaluated examples from different types of institutions. Some examples of podcasts:
- Code Switch: https://www.npr.org/podcasts/510312/codeswitch
- Latino USA: https://www.npr.org/podcasts/510016/latino-usa

Handout
In order to complement the audio presentation each student will be required to upload a 1-page (2-sided) handout along with the podcast. The handout should be visually appealing and provide information, resources, and references for co-learners. This could be used in a professional portfolio or quick reference guide as a professional.

Co-Learner Feedback
Once each presentation is uploaded for co-learner consumption, each co-learner will be required to provide feedback on each presentation/hand-out through a google form Jeff will provide.

Example Potential Student Success Interventions

Living/Learning Programs	Undergraduate Research	Peer Leadership/Mentorship
First Year Experience Courses	Community Service/Service-Learning	Study Abroad (specific experiences)
Intergroup Dialogue	Bridge Programs	Identity-Based Centers

Final Paper Options

Due: Sunday April 8th	4-6 Pages	30 points

Choose one of the following final paper options.

1) Expert Witness Speech
With your new expertise of the field of student affairs, you have been asked to appear before the board of regents of an institution of your choice (be sure to indicate this in your paper). You will have to explain to the board of regents why the division of student affairs should continue to exist using scholarly references. Defend your positions through course materials and/or external references.
You should answer the following questions:
- What are the unique contributions of student affairs to the institution?
- How does student affairs contribute to student success?
- How should student affairs change or be organized for increased effectiveness and efficiency for this specific institution?
- Why should the institution value student affairs as integral part of the intellectual and operational function of the university?

If you prefer, you can also argue for the abolition of the division of student affairs with supporting materials and references.

2) Re-Imagined Theory of College Student Success
As we have explored in class, the field of student affairs has a robust literature on student involvement, engagement, and integration. These concepts also have been criticized for not being inclusive of all students and contexts. Using your theorizing skills, create a re-imagined theory of student success using both class readings and discussion.
You should structure the paper using the following format:
1. Introduction of current theory
2. Critiques of current theory
3. Re-imagined theory image
4. Explanation of the differences
5. Conclusion of how practitioners could use this new theory

3) Student Affairs Organizational Audit
Often universities hire external consultants to examine organizational policies and practices to improve performance. With your new knowledge of organizing student affairs, pick a division of student affairs (of your choosing – just make sure you can easily access their organizational structure) and imagine the division is trying to increase first-generation student completion rates. In this paper, provide an organizational analysis with recommendations for organizational change using course readings and discussion.
You should think about the following questions/issues.
- What important aspects of the institutional context and student demographics should you take into account for your recommendations?
- What units should/should not be included in the division?
- While you do not have a specified budget in this situation as you would in 'the real world,' imagine that there is a finite budget, so you must be efficient with financial and human resources.
- While some organizational structures may seem effective because they are similar at other institutions, think innovatively about how a division of student affairs can be organized for optimal performance.

Helpful Tips:
- Provide a current and recommended organizational chart
- You do not have to describe the actual positions associated with a unit (e.g., Assistant Director of Multicultural Affairs) but instead articulate how the sub-unit (multicultural affairs) fits within the division. You will however want to include any mid-level managers (e.g., Associate Vice President of Student Affairs) that supervise sub-units.

Current Event Online Co-Discussion Leader

Due: Materials due in class 1/29	1 Article & 2-3 Guiding Questions	
Discussion Engagement		10 Points

Along with learning about the history and values of the profession, we will also engage with the contemporary and current. As a student affairs professional, you should be engaging with current events not only on your campus, but around the country and world. This assignment will get you to begin tracking current events on a regular basis through popular, and reputable, periodicals.

Assignment Criteria:
1. With a co-discussion leader, you will select one article (in the past 5 months) from one of the following higher education periodicals: InsideHigherEd.com, The Chronicle of Higher Education, and Diverse Issues in Higher Education (or others with approval). The topic of the article has to be related to the subject of the online week of which you will be presenting.
2. Prepare 2-3 guiding questions for your co-learners to engage in the online discussion board.
3. Send the article and 2-3 questions to Jeff (by class on 1/29).
4. Jeff will post the article and questions for the semester
5. Co-learners will respond to guiding questions (by Sunday @ 11:59PM) of the online week
6. The co-leaders will engage with each co-learner submission using positive and constructive pedagogical feedback

Current Event Message Board Response

Due: @ 11:59PM 1/21, 2/4, (maybe 3/4), 3/18, 4/1	1 Paragraph	5 Points x 4 = 20 Points

Each online week will have a message board submission requirement. Each co-learner is required to respond, with at least a paragraph, to the guiding questions based on a contemporary news article incorporating course content as much as possible.

COURSE ASSESSMENT

Class Participation (Total 20 points)
- Attend in-person class sessions and engage online throughout all activities
- Demonstrate familiarity with the readings
- Contribute insightful, relevant comments and serve as a catalyst for class discussion
- Effectively contribute to the comments of others
- This may also include pop-quizzes in class or additional message board postings/interactions to engage with course materials
- You will be asked to provide a self-reflection at the end of the semester of what you believe your grade should be based on your course participation

The final grade for this class will be determined using the following point system:

Date	Assignment	Points	Points Earned
1/21	Personal Histories & Perspectives of Student Affairs	25	
1/21	Message Board Response	5	
1/28	Interview Protocol & Interviewees	10	
1/28	Contemporary Article & Guiding Questions due		
1/29	Bring 2-3 Student Success Interventions		
2/5	Message Board Response	5	
2/11	Functional Area Report	20	
* 2/28	Student Success Annotated Bibliography	30	
3/4	Student Success Presentation	15	
3/4	Student Success Handout	10	
3/11	Co-Learner Feedback on Student Success Project	10	
3/18	Message Board Response	5	
4/1	Message Board Response	5	
4/8	Expert Witness Speech	30	
TBD	Online Co-Discussion Leader	10	
	Class Participation	20	
	Total	200	

Grade Scale

Points	Grade	Points	Grade
200-188	A/4.0	158-148	B-/2.7
187-179	A-/3.7	147-139	C
178-168	B+/3.3	Below 138	F
167-159	B/3.0		

WEEKLY TOPICS AND READING ASSIGNMENTS

Because there is never a void of material/issues to discuss about student affairs higher education, my aim is for the course to be comprehensive enough to provide a strong conceptual knowledge of specified learning outcomes and flexible enough to respond to emerging topics and current events.

Week	Date	Subject
		Unit 1: Student Affairs History and Philosophies
1	1/8	Introductions / Syllabus / History of Student Affairs
2	1/15	MLK Day – No Class on Monday (Overview of APA)
3	1/22	History & the Contemporary of Student Affairs
4	1/29	Assignments Overview / Ethics & Values of Student Affairs
5	2/5	Functional Areas, Professional Associations and Development

		Unit 2: Student Affairs for Student Success
6	2/12	Student Involvement & Engagement
7	2/19	Winter Break
8	2/26	Student Retention & Persistence
9	3/5	Student Success Project Presentations
10	3/12	Campus Climates

		Unit 3: Organizing Student Affairs
11	3/19	Traditional Models of Student Affairs
12	3/26	Innovative Models of Student Affairs
13	4/2	Collaborating with Faculty & Academic Affairs
14	4/9	Student Affairs: Service? Subordinate? Learning? Success?

Week 1	January 8th: Introduction & History of Student Affairs

Guiding Question
- What is Student Affairs?
- What are the important distinctions in the evolution of the field of student affairs?
- How does student affairs contribute to/detract from equitable outcomes for students?

Readings (in order)
- Chapter 2: History of student affairs. in Student Services: Handbook for the Profession.
- Rogers (1995). Reform in Student Affairs: A Synopsis
- National Association of Scholars (2008)

Optional
- Student Personnel Point of View (1937)
- Student Personnel Point of View (1949)

Week 2	**January 15th: Dr. Martin Luther King, Jr. Day (No Class)**
	While there is no class, readings, or assignments this week – I will post a video and resources for you to become familiar with APA writing standards. You may view it at any time.

Week 3	**January 22nd: History & the Contemporary of Student Affairs**

Guiding Questions
- What is transformational learning and what is its implication for student affairs?
- What professional competencies are missing?
- What professional competencies would you like to focus on?
- What about the "Future of Student Affairs" document do you see (or not) in your past or current roles on campus?

Readings (in order)
- Learning Reconsidered 2 (2006) Chapters 1-3, 7-9
- ACPA & NASPA (2010) – The Future of Student Affairs pages 1-10
- https://www.youtube.com/watch?v=J3FT22Q8E-0 (45 min – 55 min)

Optional
- Student Learning Imperative (1996)
- Powerful Partnerships (1998)

Assignment(s)
- Personal Histories & Perspectives due 1/21 @ 11:59PM
- Message Board Response 1/21 @ 11:59PM

Week 4	**January 29th: Assignments Overview / Ethics & Values of Student Affairs**

Guiding Questions
- What are the 'values' of Student Affairs? How do you see (or not) these in your work settings and past experiences?
- How are the ethical guidelines in student affairs aligned with your personal ethical paradigms?
- In what ways do you anticipate your personal values and ethical paradigms to be challenged? How do you think/plan to response?

Readings (in order)
- Chapter 3. Reason, R. D. & Broido, E. M. (2017). Philosophies and values.
- Dalton et al. (2015) – Maintaining and Modeling Everyday Ethics in Student Affairs
- Linder, K. (2011). Why do student affairs educators struggle to set professional boundaries? In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue.* (pp. 434-452). Sterling, VA: Stylus Publishing.

Assignment(s)
- Interview Protocol & at least 2 Interviewees due no later than 1/28 @ 11:59PM
- Article & 2-3 guiding questions for online discussions due 1/28 @ 11:59PM
- Bring 2-3 Student Success Project Populations you are interested in to class

Week 5	February 5th: Functional Areas, Professional Associations and Development

Guiding Questions
- What does student affairs do?
- What are the pros/cons of the increased specialization of student affairs roles?
- Is there a role for 'umbrella' student affairs organizations like ACPA & NASPA?

Readings (in order)
- Evans & Ranero-Ramirez (2016) – The Role of Professional Associations
- Professional Competencies (2015) *skim*
- Gordon (2016) - Applying Professional Standards

Optional
- Chapter 17 Organizational Structures & Functions
- Janosik (2009) – Professional Associations and Socialization

Assignment(s):
- Message Board Response 2/4 @ 11:59PM

Week 6	February 12th: Student Involvement & Engagement (Potential Synchronized Class)

Guiding Questions
- What are the definitions of involvement, engagement and integration?
- How does engagement differ between individual difference? Student population? Context? Activity?
- Is all involvement good
- How does technology influence involvement?
- What is the role of Student Affairs in involvement and engagement?

Readings (in order)
- Museus & Yi (2015) – Rethinking Student Involvement & Engagement: Cultivating Culturally Relevant and Responsive Contexts for Campus Participation
- Zepke & Leach (2010) – Improving Student Engagement: Ten Proposals for Action
- Kuh (2008) – High-Impact Educational Practices p. 9-11

Read One of the Following
- Guenzler-Stevens (2018) - Moving Veteran Students from the Margins to the Center
- Junco (2011) – The Relationship Between Frequency of Facebook Use, Participation in Facebook Activities, and Student Engagement
- Nelson Laird et al. (2004) – African American and Hispanic Student Engagement at Minority Serving and Predominantly White Institutions
- Pitcher et al (2016) – Affirming Policies, Programs, and Support Services-Using an Organizational Perspective to Understand LGBTQ+ College Students
- Wyatt (2011) – Nontraditional Student Engagement Increasing Adult Student Success and Retention

Optional
- Astin (1999/1983) Theory of Student Involvement
- Carini et al (2006) - Student Engagement and Student Learning

• Wolf-Wendel et al. (2009) - A Tangled Web of Terms- The Overlap and Unique Contribution of Involvement, Engagement, and Integration to Understanding College Student Success • Rowan & Grootenboer (2017) - Student Engagement & Rapport in Higher Education: The Case for Relationship-Centered Pedagogies • Kuh (2009) - What Student Affairs Professionals Need to Know About Student Engagement	
Assignment(s)	
• Functional Area Report due 2/11 @ 11:59PM	

Week 7	February 19th: Winter Break (No Class)

Week 8	February 26th: Student Retention & Persistence
Guiding Questions	
• Why do some students succeed and others don't? • How is student retention and persistence, 'student success,' and how are they not? • How does current theory and understanding of student success relate to all student populations? Institutional types and contexts?	
Readings (in order)	
• Chapter 15 Hirschy, A. S. (2017). Student retention and institutional success. • McNair et al. (2016) - Making Excellence Inclusive to Support Student Success • Engle & O'Brien (2010) – Demography is Not Destiny-Increasing the Graduation Rates of Low-Income College Students at Large Public Universities p. 1-8 **Optional:** • Ehrenberg & Webber (2010) - Student Services Expenditures Matter • Reason (2009) - An Examination of Persistence Research Through the Lens of a Comprehensive Conceptual Framework • Braxton et al (2008) - Shaping Retention from Research to Practice • Melguizo (2011) - A Review of Theories Developed to Describe the Process of College Persistence and Attainment • Tinto (1975) - Dropout from Higher Education-A Theoretical Synthesis of Recent Research	
Assignment(s)	
• Student Success Annotated Bibliography due 2/28 @ 11:59PM*	

Week 9	March 5th: Student Success Project Presentations
Guiding Questions	
• How should student success be defined? Broadly or Narrowly?	
Readings (in order)	
• Read for your Student Success Project • Engage with each peer presentation	
Assignment(s)	
• Student Success Presentation & Handout Uploaded by 3/4 @ 11:59PM	

Week 10	March 12th: Campus Climates
Guiding Questions • How do multiple identities/intersectionality theoretical ideas influence campus climate? • How do you 'improve' campus climate? How do you define? Assess? Improve? • Who 'owns' (organizationally/politically) campus climate on campus?	
Readings (in order) • Chapter 5 - Griffin, K. (2017). Campus climate and diversity. • Garces & Jayakumar (2014) Dynamic Diversity **Optional** • Garvey et al. (2015) - An Examination of Campus Climate for LGBTQ Community College Students • Kinzie & Arcelus (2015) - Understanding Campus Environments • Hurtado et al. (1999) - Enhancing Campus Climates for Racial Ethnic Diversity • Hutado et al. (2012) - A Model for Diverse Learning Environments • Rankin & Reason (2008) - Transformational Tapestry Model: A Comprehensive Approach to Transforming Campus Climate • Milem et al. (2005) - Making Diversity Work on Campus: A Research Based Perspective • Williams et al. (2005) - Toward a Model of Inclusive Excellence and Change in Postsecondary Institutions	
Assignment(s) • Co-Learner Feedback from Student Success Project due 3/11 @ 11:59PM	

Week 11	March 19th: Traditional Models of Student Affairs
Guiding Questions • Why is student organized the way it is? What are the implications for staff? Students? • How does student affairs 'fit' within an institution? How does the institution 'fit' around student affairs? • What models have you experienced as a student or professional? • What models seem optimal to you based on your career goals and personal philosophies?	
Readings (In order) • Chapters 4, 5, & 6 Manning, K., Kinzie, J., & Schuh, J. H. (2014) *One size does not fit all: Traditional and innovative models of student affairs practice.* (2nd ed.). New York, NY: Routledge.	
Assignment(s) • Message Board Response due 3/18 @ 11:59PM	

Week 12	March 26th: Innovative Models of Student Affairs
Guiding Questions	

- Why are these models innovative?
- How does these support (or not) students? Staff?
- What are the political, organizational, symbolic, and resource ramifications of each model?

Readings (in order)
- Chapters 7 & 8
  Manning, K., Kinzie, J., & Schuh, J. H. (2014) *One size does not fit all: Traditional and innovative models of student affairs practice.* (2nd ed.). New York, NY: Routledge.

Assignments

Week 13	April 2nd: Collaborating with Faculty & Academic Affairs

Guiding Questions
- Based on the course material thus far, how does student affairs describe its relationship with academic affairs and faculty?
- What skills and qualities are necessary for student affairs professionals to engage with faculty?
- How are faculty and student affairs professional cultures different or similar?

Readings (in order)
- Chapter 21 Whitt. (2017). Academic and student affairs partnerships.
- Arcelus, V. J. (2011) - If student affairs-academic affairs collaboration is such a good idea, why are there so few examples of these partnerships in American higher education? In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue.* (pp. 61-81). Sterling, VA: Stylus Publishing.

Assignment(s)
- Message Board Response due 4/1 @ 11:59PM (Not a joke!)

Week 14	April 9th: Student Affairs: Service? Learning? Success?

Guiding Questions
- What is student affairs?
- What is the goal/purpose of student affairs in higher education? Service? Learning? Success?

Readings (in order)
- Chapter 33 Jones, R., S., Schuh, J. H., & Torres, V. (2017). Shaping the future.

Optional
- Kuk et al. (2014) - Conclusions & Insights on the Future of Student Affairs in the Community College
- Magolda, M. P. & Baxter Magolda, M. B. (2011). How do professionals navigate situations when their professional beliefs class with their supervisors' or organizations' beliefs? In P. M. Magolda & M. B. Baxter Magolda (Eds.), *Contested issues in student affairs: Diverse perspectives and respectful dialogue.* (pp. 453-472). Sterling, VA: Stylus Publishing.

Assignment(w)
- Expert Witness Speech 4/8 @ 11:59PM
- Participation Grade Reflection 4/9 @ 11:59PM