

OAKLAND UNIVERSITY
SCHOOL OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF ORGANIZATIONAL LEADERSHIP

EL 6683: Introduction to Student Affairs

Winter 2018 Course Syllabus

Wednesdays, 5:30 – 8:50 pm

Pawley Hall 314

Instructor Information

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Description & Purpose

The purpose of this course is to provide an introduction to the professional field of student affairs in higher education. It emphasizes the roles that student affairs professionals (#SAPros) play to promote the intellectual, social, moral, ethical, spiritual, emotional, civic, and physical development and well-being of students. The course is designed to facilitate an open, scholarly, and self-reflexive exploration of professional identity within the student affairs field. You will be challenged to examine and personally reflect on questions such as:

- Who are student affairs professionals? Whom do they work with/for and serve? Are SA Pros administrators or are they educators?
- What do SA Pros do? What functions do they perform on campus and how might those functions vary from one functional area to another, and from one campus to another?
- What types of student affairs roles appeal to you and why? What roles are you a good fit for you and why? What do you want to accomplish as a SA Pro and why? What kinds of institutions most attract you and why? With what groups on campus are you currently most comfortable working and why?
- Given the many changes taking place in the higher education landscape (e.g., affordability crisis, student loan bubble, MOOCs, for-profits, oppressive legislation, etc.), what is the future of higher education? How does and will the student affairs profession respond to these changes?
- What competencies, skills, and dispositions are necessary for SA Pros to perform their duties and achieve their goals? What ‘gaps’ exist in your knowledge and skills that you hope to address? How are you constructing your vocational identity in the field?
- How can SA Pros collaborate effectively with each other, faculty, students, and others? What leadership is required from you and institutionally?

Guided by these questions, we will construct a richer and fuller appreciation for and understanding of the work of student affairs professionals in higher education, so you can begin articulating your own philosophy of practice in the field. You will be challenged throughout the course to reflect on what professional identity and vocation mean for you. It is important to

remember that your past, current, and future experiences will collectively shape your evolving understanding of your professional role. This course will support you in developing and refining the skills, knowledge, and dispositions needed to continuously reflect on your own values and beliefs as they relate to the work of student affairs.

The design and content of this course was developed with influence from similar courses taught by Dr. OiYan Poon.

Learning Outcomes

Students will expand their knowledge about the history, philosophy, values, functions, environments, challenges and trends fundamental to the student affairs profession. They will also reflect on and apply principles of social justice, diversity, equity, service, and holistic student development to the exploration and articulation of their own philosophy of student affairs.

Upon completion of this course, students will be able to:

1. Articulate personal motivations, values, and philosophy in the practice of working with college students and/or research in the field of student affairs.
2. Reflect on and assess professional competencies for practice.
3. Consider philosophical and ethical values of the student affairs profession.
4. Gain a stronger comprehension of the ways student affairs professionals apply theory and research to practice.
5. Understand student affairs practice as a potential site to advance social justice.
6. Describe how differences in institutional missions, organizational patterns, funding sources, faculty orientations, student characteristics/goals, and teaching and learning climates can significantly impact the focus, practice, and work of student affairs staff on particular campuses.
7. Be exposed to the range of lifelong learning opportunities, including professional associations, available to student affairs professionals.
8. Consider current financial, organizational, and social challenges facing the profession.

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Conceptual Framework

The mission of the Higher Education program is to develop transformational leaders who meet professional standards, understand leadership for social justice and think critically about promoting post-secondary institutions that are optimal sites for teaching and learning. This mission is consistent with the design and content of this course. The course will challenge you to thoughtfully consider functional issues educators face in their work with students.

Diversity

This course addresses the myriad of ways in which diversity, social justice, and systems of oppression influence the field and practice of student affairs, including the professional identities, goals, and accomplishments of SA Pros. Particular attention is paid to the experiences and perspectives of students and staff of historically/contemporarily minoritized populations in higher education, the impact of institutional and societal oppression on collegiate environments and functions, and the need to develop more sophisticated understandings of privilege and power. All of this is done to increase the ability of practitioners to better serve the needs of an increasingly diverse college student population.

Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on Moodle as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students' self-efficacy for using technology as well as enhancing the overall learning experience.

Institutional Policies & Philosophies

Academic Conduct

All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually their own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the [student judicial system](#). For examples of academic dishonesty and faculty and student standards, please see: <https://oakland.edu/deanofstudents/conduct-regulations/>

Accessibility and Disability Support

Pursuant to the Federal Rehabilitation Act, Oakland University will make reasonable modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of disability, against a qualified disabled applicant or student; provided however, that no modifications will be made to requirements essential to the instruction being pursued by such student or to any directly related licensing requirement. Reasonable modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for

the completion of degree requirements, and adaptation of the manner in which specific courses are conducted. Similarly, pursuant to the Federal Americans with Disabilities Act, Oakland University will make reasonable modifications in policies, practices, or procedures when the modifications are necessary to avoid discrimination on the basis of disability; provided however, no modifications will be made that will fundamentally or substantially alter the nature of the services, program, or activity.

The following data should be included in documentation:

- The student's name, the date of the examination or testing, the examiner's name and signature. An examiner may be a physician, psychologist, rehabilitation counselor, social worker or other examiner qualified or certified to diagnose the disability. The examiner cannot be related to the student.
- Name the disability, a diagnosis, a description of the functional limitations that may affect academic performance, a rating of the severity and what accommodation is requested.
- A list of tests administered, including the names and the versions used. A detailed list of documentation requirements for reasonable accommodations involving certain disabilities can be found in the policies section ([link](#)). DSS reserves the right to change the documentation asked for and from time to time may request additional or different documentation.

For more specific policies, please see: <https://oakland.edu/dss/policies/>

Basic Needs Security

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students](#) for support.

Furthermore, please notify me if you are comfortable in doing so.

Emergency Preparedness

In the event of an emergency arising on campus, you will be notified of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and "lockdown" guidelines to follow when an emergency is declared. These simple steps are a good place to start:

- OU uses an [emergency notification system](#) through [text](#), email, and landline. These notifications include [campus closures](#), [evacuation](#), [lockdowns](#) and other emergencies. Register for these notifications at <http://oupolice.com/em/alerts/>.
- Based on the class cellphone policy, ensure that one cell phone is on in order to receive and share emergency notifications with the instructor in class.
- If an emergency arises on campus, call the OUPD at (248) 370-3331. Save this number in your phone, and put it in an easy-to-find spot in your contacts.
- Review protocol for [evacuation](#), [lockdown](#), and other emergencies via the classroom's red books (hanging on the wall) and oupolice.com/em.
- Review with the instructor and class what to do in an emergency ([evacuation](#), [lockdown](#), [snow emergency](#)).

Harassment and Discrimination (Bias Reporting)

Students and employees are protected against discrimination and harassment in all aspects of education and employment. Discriminatory conduct and harassment at Oakland University occurs where individuals are treated differently on the basis of race, sex, gender identity, gender expression, sexual orientation, age, height, weight, disability, color, religion, national origin or ancestry, marital status, familial status, veteran status or any other characteristic protected by federal or state law.

Such conduct detracts from the educational and work climate of the campus and will not be tolerated. Any employee or student who believes they have been discriminated against or harassed is encouraged to contact the Office of Inclusion immediately, 203 Wilson Hall, (248) 370-3496. For more information, see: <https://www.oakland.edu/inclusion/complaint/>

Student Sexual Misconduct Policy

Sexual misconduct by a student can occur in any University sponsored program, both on-campus and off-campus or at an off-campus location if the effects of the misconduct adversely affects or creates a hostile environment on campus, endangers or threatens the health or safety of any person, and/or is detrimental to the University's interests and/or educational mission. Sexual misconduct is unwelcome conduct of a sexual nature without consent and includes *sexual harassment, sexually hostile environments* and *sexual violence*.

Sexual harassment is unwelcome conduct of a sexual nature, which can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature, including sexual assault and other acts of sexual violence.

Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into this category including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

For more information, see: <https://www.oakland.edu/policies/health-and-safety/625/>

Use of University Information Technology Services

Access to and use of Resources imposes certain responsibilities and is granted subject to University policies and procedures and federal, Michigan and all other applicable laws. Appropriate use is legal and ethical, reflects academic honesty, reflects community standards, and shows restraint in the consumption of shared resources. Appropriate use demonstrates respect for intellectual property; ownership of data; system security mechanisms; and individual rights to privacy and to freedom from intimidation, harassment, and unwarranted annoyance. Appropriate use includes instruction; independent study; research; communications; and official work of Authorized Users as defined below.

For more information, see: <https://www.oakland.edu/policies/information-technology/890/>

Reading Materials

Please purchase your books as soon as possible as readings will be assigned from them for the second week of class.

Required Texts

Ardoin, S. (2014). *The strategic guide to shaping your student affairs career*. Sterling, VA: Stylus Publishing. [**“Ardoin” in Schedule**]

Magolda, P. M. & Baxter Magolda, M. B. (Eds.) (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus Publishing. [**“CISA” in Schedule**]

Additional readings will be provided via Moodle. You are not required to print or bring these to class, but are responsible for reading them. Additional readings not listed in this syllabus may be added later. For your reference there is a page on Moodle with resources on how to read and write in graduate school.

Recommended Reference Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Ferguson, R. A. (2017). *We demand: The university and student protests*. Berkeley, CA: University of California Press.

Schuh, J., Jones, S., Harper, S., & Associates (Eds.). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco, CA: Jossey-Bass.

Additional Online Resources

APA Purdue OWL – <https://owl.english.purdue.edu/owl/section/2/10>

CAS Standards for Student Affairs – <http://www.cas.edu/index.php/standards/>

StudentAffairs.com – <https://www.studentaffairs.com/>

College Student Educators International (ACPA) – <http://www.myacpa.org>

Student Affairs Administrators in Higher Education (NASPA) – <http://www.naspa.org>

The Chronicle of Higher Education – <http://www.chronicle.com>

Diverse Issues in Higher Education – <http://diverseeducation.com>

Inside Higher Education – <http://www.insidehighered.com>

Expectations

Preparation

Learning is a shared and communal process of dialogue. As an educator guided by Freirean principles of pedagogy, I will facilitate this class as a learning community. Within this learning community and its spaces (i.e. classroom, Moodle, email), I expect us all to respect the diversity of knowledge assets – experiential, intellectual, and cultural – present and represented. This course is designed using a traditional seminar format in which much of the learning emerges from group discussion and student engagement with each topic. As such, preparation through completion of each week’s readings as well as thoughtful reflection on the topics are critical not only for each individual’s intellectual development, but the group’s collective development as well.

Accordingly, students are expected to:

- Be fully engaged as collaborators in the progression and development of the class.
- Critically read assigned readings prior to each class.
- Be in attendance at each scheduled class and present for class dialogues.
- Actively engage in small and large group discussions in class and online in a thoughtful, informed, and professional manner.
- Be open to reflect on and learn from other perspectives presented in class especially if they differ from yours.

Occasional quizzes and reading for meaning activities may be incorporated into the grading structure should evidence emerge that students are not completing the necessary reading. Additionally, as a graduate-level course, class time may not be directed towards dissecting each individual reading, but instead examining themes across reading and conducting critical analysis of content and its application in the context of the course.

Other expectations in class are as follows:

Attendance

Since we meet only once a week, and we will lose sessions to holidays and conferences, attendance is absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers. Please notify the instructor via email prior to the start of class should you need to be absent. More than two absences in a semester will impact your participation points. Routinely arriving late or leaving early will impact participation points as well. It is also not possible to Skype into class. This places undue responsibility on either myself or one of your peers to attend to technology, and it impacts the classroom’s ability to engage with guest speakers who may be occasionally “visiting” us virtually. Additionally, as much of the in-class time will involve discussions, small group conversations, and the like, it is unlikely that you would be able to adequately participate virtually.

Civil Discourse

Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with students. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

Cell Phones/ On Call

If you bring a cell phone to class, please be sure it is either set to a silent or vibrate mode. Note that vibrating phones can be just as disruptive, so be mindful where you place your phone for minimal distraction. Should you need to respond to a call during class, please leave the room in an undistruptive manner. Texting and/or messaging are *not* allowed during class as a matter of respect to the learning community. Should you be on call as part of professional or graduate assistantship responsibilities, please advise me at the beginning of a class when you are on call. It is also a good idea to have a conversation with your supervisor and staff to help them understand that you are a student and interruptions during class time should be on an emergency basis only.

Laptops, Tablets, and Internet

Electronic devices are permissible for purpose of both taking and reviewing notes as well as to search for online resources that may contribute to the class dialogue. Instant messaging, emailing, social network applications, etc., during class time communicates disrespect to the rest of the class community, and are not permitted.

Quickmail/ Moodle

Moodle and Quickmail will be used as the primary modes of correspondence for this course. As such, it is imperative that you activate your accounts and check it regularly. Please also check your spam mail and mail foundry to ensure course related messages are not misdirected. Additionally, Moodle will be used as a source of continual updates about course material. For course-related messages, please make sure to use Quickmail through Moodle to send emails. This will make sure that recipients see that this is about the class in some way. You are encouraged to allow for notifications for updates and announcements.

APA Style/Writing

Graduate education places a strong emphasis on developing writing skills and the ability to communicate effectively. All papers should be submitted in APA 6th Edition format. Should papers have significant errors in APA formatting, they will not be accepted as complete. The quality of writing is also of high importance. Students are encouraged to submit drafts of papers to peers for initial feedback. If a student has significant concerns regarding their writing ability, they should consult the Oakland University Writing Center (www.oakland.edu/ouwc/) for assistance. The website includes several presentations on writing, including APA style.

Course Requirements

The series of assignments identified for this course reflect a desire to engage different personal learning styles, achieve varying learning outcomes, and reasonable pace of evaluation. They also create space for students to pursue more depth of study in particular content areas of interest.

This is an opportunity to begin developing an area of expertise that connects to your professional goals and may contribute significantly to your educational portfolio or future research.

Unless otherwise specified, assignments are due before the beginning of class on the date listed in the course syllabus and should be submitted according to the directions provided. Assignments are expected to be turned in on time so please plan appropriately to avoid unnecessary penalties.

Any assignment submitted within 24 hours after the due date will be reduced by a half grade. An additional full grade reduction will be applied for each 24-hour period after that time.

Extensions will not be granted. Note that I will not hunt down missing assignments and it is *your* responsibility to ensure that they are turned in by the stated deadlines.

Note that if an assignment fails to follow the instructions provided a grade of zero may be assigned. This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. More details on assignments are provided below and in Moodle. Students are encouraged to ask any questions associated with assignments and to do so within a reasonable timeframe for consideration and response. You are encouraged to submit these questions on the designated discussion forum on Moodle for everyone's benefit.

Additionally, most assignments will be submitted electronically with clear instructions on how to do so. It is the student's responsibility to ensure that all assignments are submitted.

For all assignments focused on writing, students will initially be provided substantial feedback regarding content, structure, and grammar/APA style. It is the student's responsibility to ensure that the feedback provided for an assignment is integrated into the next assignment. If problems repeatedly appear across assignments, the percentage of point deduction will be increased.

NOTE: *Please follow the instructions provided for each assignment.* This includes adherence to page lengths and formatting as well as addressing the core content specified for each assignment. Additionally, *the suggested length does not include the title page or reference pages when those are necessary.* Title pages are not necessary for reflective assignments. You do not need to provide abstract pages. All papers should be in Times New Roman, 12-point font, double-spaced, with 1-inch margins, unless otherwise specified.

Participation (tied to attendance)

Given the seminar format employed in this course, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the *quality* of the contributions. For the purposes of this course, participation is valued in which students build upon one another's comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of

pedagogical approaches are used to ensure that various learning styles are addressed over the course of the semester. A portion of the final grade is dedicated to participation and a rubric is provided in Moodle that outlines how this will be assessed. Students will provide a mid-semester self-assessment to ensure time to adjust their participation levels prior to the end of the semester. Be prepared with the following questions based on the readings of each week:

- 1) Does the author reveal personal biases? If so, what are they?
- 2) What is of value to you in the reading? How so?
- 3) Do you agree or not agree with the reading? Why?
- 4) Which of your own experiences seem to affirm or refute concepts in the readings?

Required Assignments

Engaged Scholarly Discussion (20%)

During the first class, each student will sign up for a class session with at least one partner where you will be responsible for a 60-minute discussion and/or activity related to that day's assigned readings. As student affairs professionals you will be expected to be aware of current events and social developments, consider how they may affect students' lives, learning, and environments, and engage in reflexive dialogues about them. This assignment is intended to provide you with practice in facilitating and participating in intentional dialogues.

Due at least one week prior to your assigned class session: Identify ONE relevant cultural artifact (e.g., YouTube/Vimeo video, music or movie clip, blog post, etc.) or ONE article from a reputable news media source (e.g., The Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, New York Times, Washington Post, etc.) published within the last 12 months and post it on Moodle. Along with the artifact/article, included a 1-3 sentence description of why you selected the artifact/article and 2-3 questions for the class to consider. You will incorporate the artifact/article you chose into your in-class facilitation. Facilitators are encouraged (not required) to discuss their ideas for their scheduled session with me by at least Monday prior to their assigned class.

Students are **not** expected to respond to the questions posed in this forum. They are meant to elicit thinking and preparation for in-class discussion, to engage in intentional dialogue, apply assigned readings to peer-selected artifacts/articles and discussion prompts, and demonstrate an understanding of the assigned texts within a specific context.

Practitioner Interview and Paper (25%)

Due: Wednesday, February 14, 5:30pm on Moodle

Page limit: 8

Together with one other classmate, you are expected to interview a student affairs practitioner or leader (at least mid-level, i.e., associate directors, directors, vice presidents, etc., not entry level professionals such as hall directors or program coordinators), with whom neither of you has worked. The purpose of the interview is to learn about their professional journey, various factors that influenced their career development, and how they may have intentionally shaped their careers.

Based on the interview and through sharing your own personal journeys as emerging professionals with each other, write and submit a paper addressing the following:

- How do student affairs professionals decide to pursue careers in student affairs?
- What are some strategies for persisting and being successful in the field?
- What are some key challenges facing student affairs professionals?
- Compare and contrast your interview subject's professional journey with your own.
 - In what ways are your experiences similar or different?
 - How might institutional type, positionality, and social identities factor into the similarities or differences between your experiences?
- How might what you have learned from the interview and reflection process inform how you shape your development as a student affairs professional?

These questions are not meant to be used as an outline for the paper. Successful papers will address the questions raised, but also be well-organized around a central thesis, presenting cohesive ideas in a logical flow. Finally, they will integrate ideas from the interview, your personal/professional perspectives on your own experiences, and course readings.

In class on January 17th or 24th, we will collectively develop ideas for interview questions, identify potential interviewees, and discuss interview ethics and approaches. Students ought to promptly contact their interviewees shortly thereafter to schedule time.

Conference Proposal and (Partial) Presentation (25%)

Due: Wednesday, March 28th, 5:30pm on Moodle

Guidelines on form

In self-selected groups of 3-4, you are required to write a conference proposal addressing a topic/question relevant to emerging student affairs professionals interested in advancing social justice. In drafting your proposal, follow the program submission worksheet provided on Moodle. You are permitted to ask current practitioners in the field for help in developing ideas for proposal topics.

The proposal should be done in a similar fashion to what you would see at a national conference. The guidelines from ACPA and NASPA proposals are provided to guide the drafting of your proposals and presentations, and will be used as the basis for this assignment's grading rubric.

Good resources for successful program proposal writing:

- <http://www.naspa.org/events/program-submission-guidelines>
- <http://convention.myacpa.org/columbus2017/programming-resources/> (see Program Development Series #5 slides and transcript)
- <http://convention.myacpa.org/houston2018/presenter-resources-2/>

Each group will also be required to implement a class presentation based on their proposal on April 18th. For the in-class presentation, you will have two options. Although national conferences typically allot one hour or more to these programs, we will not have enough time to mirror this. Therefore, each group will:

- a) Have 20 minutes total to present a selected aspect of the program you have outlined in the written proposal; OR
- b) A Pecha-Kucha style presentation per group member on different takes of the topic you have proposed. PK is an innovative presentation format during which the speaker's 20 slides auto-advance every 20 seconds for a total of 6 minutes and 40 seconds per presenter. It is the art of concise presentations. For examples of PKs, see the following:
 - i. <http://www.pechakucha.org/>
 - ii. ACPA 2016 PKs - <http://www.myacpa.org/article/acpa-pechakucha-2016-available-now>
 - iii. ACPA 2015 PKs - <https://www.youtube.com/watch?v=nmrOIMYVSFk&list=PL7h75FgYrxoW4R7rypW8uNoIXV0EakSeu>
 - iv. ACPA 2014 PKs - <http://www.myacpa.org/article/acpa14-pecha-kuchas>

15 of the 25 possible points of the grade will come from my evaluation of your written proposal according to the rubric provided on Moodle. The remaining 10 points will come from a peer evaluation form that will assess the following:

- Practical value of presented content
- Effective use of visual aids
- Flow of presentation
- Relevant creativity

Final Paper: Professional Philosophy (20%)

Due: April 25, 7:00pm on Moodle

Page guidelines: 8-10 pages

Draft your own Student Affairs philosophy based on course material, personal reflections, discussions with other professionals, activities from the semester, and research of the scholarly literature. This paper, although partly reflective, should rely on reflections minimally. Thus it does require a title page, and you are encouraged to come up with an appropriate title. The purpose of this culminating assignment is to demonstrate the development of your own professional philosophy in approaching a career in student affairs. The paper should address the following:

- What is the purpose of the student affairs profession?
- What principles will guide your practice, and why?
- How will you strategically shape your student affairs career to advance your ideal principles of student affairs?

Optional Assignments

Weekly Journaling (towards final paper)

This assignment is designed as a reflective opportunity each week and is **entirely optional**. Almost each week a discussion question (or more) will be posed for reflective purposes on the associated discussion forum in Moodle (find it under the Assignments tab). This will allow you

to interact with others' reflections, learning from and building on each other's perspectives (including queries), and provide a resource for you to utilize towards your final paper.

There are no minimum or maximum lengths recommended for your reflection as that may vary from week to week and from topic to topic. Students are also allowed to start their own threads and ask a reflective question to others in the class, as well as respond to each other's posts and ask clarifying or probing questions. Participating in each opportunity will garner students a 1/2 point towards their final paper (see above). This means, if we have 10 of these discussions throughout the semester, and you participate in all of them, you will have secured 5 points out of 20 points.

Extra Credit: Conference Reflections

This extra credit assignment is designed an additional reflective opportunity for those attending student affairs related conferences during the semester, between the start of term and April 18th. To attain this extra credit of up to 5 points, you need to submit a 2-3 page reflective paper by the start of class after the conclusion of the conference. For example, if you are attending the 2018 Great Lakes Regional Conference in Detroit on February 15-16, the paper is due by the start of class on February 21st; NASPA in Philadelphia by March 14th; ACPA in Houston by March 21st; and so on. If you are planning on attending any other conferences other than those listed here, make sure to check with me if they would qualify for this assignment. Each student can take advantage of this extra credit opportunity once!

The reflective paper ought to provide a short introduction paragraph describing the conference and what your participation looked like (e.g., if you presented any sessions, what type of sessions/events you attended, if you were involved in organizing any aspect of it, if you're a member of a constituent group such as a NASPA Knowledge Community, etc.). The rest of the paper ought to discuss how attending this conference and your participation has influenced your own professional development and your desires for further learning, your personal and professional identity, and/or your understanding or perspective of the student affairs field. You may integrate any readings from this or other classes into your paper.

Evaluation & Grading

All coursework and assignments must be completed by the end of the semester as grades of incomplete are generally not assigned. The distribution of points for the semester is provided in the grid below:

Participation	10 points	<u>Total Points Earned</u>	<u>Final Grade</u>
Engaged Scholarly Discussion	20 points	100 – 90	A – 4.0-3.6
Practitioner Interview Paper	25 points	89 – 80	B – 3.5-3.0
Conference Proposal & Presentation	25 points	79 – 70	C – 2.9-2.0
<u>Final Paper (incl. weekly journaling)</u>	<u>20 points</u>	69 – 60	D – 1.9-1.0
Total	100 points	59 – 0	F – 0.0
Extra Credit: Conference Reflection	5 points		

Assignments in this course will be graded according to the rubric provided below. *Note that if an assignment fails to follow the instructions provided a grade of zero may be assigned.* Students are encouraged to consult with me regarding any questions associated with assignments:

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not completed or does not demonstrate accurate or full understanding of content
Complexity of Thought & Creativity	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work
Sophistication of Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not completed or application to practice fails to take into consideration higher education and student affairs context
Depth of Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, APA Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or APA style	The final product is well organized and clearly structured with only minimal grammatical and APA style errors	The final product suffers from problems associated with organization and structure and/ or grammatical and APA style errors	Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/ or APA style errors

Schedule of Readings and Assignments

DATE	TOPIC	ASSIGNMENT(S) DUE
January 3	No Class Meeting	Review syllabus, Moodle page (including resources)
January 10	Introduction to Student Affairs and the Class <u>Readings</u> <ul style="list-style-type: none"> ▪ Ardoin, Ch. 1 ▪ CISA, Ch. 1 ▪ Learning Reconsidered, Ch. 1 Signing up for ESDs Setting up Praxis Communities	Ask any questions about the syllabus/course on the discussion forum Bring your semester schedule to class Respond to optional weekly journal question
January 17	Foundations: A Learning and Knowledge Profession <u>Readings</u> <ul style="list-style-type: none"> ▪ CISA, Ch. 2 & 4 ▪ Learning Reconsidered, Ch. 2 & 9 ▪ Evans & Reason, 2001 ▪ Patton, 2016 Developing protocols for Interview Paper	
January 24	Praxis: Theory and Practice in the Profession <u>Readings</u> <ul style="list-style-type: none"> ▪ CISA, Ch. 3 ▪ Learning Reconsidered, Ch. 8 & 10 ▪ Jones & Abes, 2011 ▪ Rhoads & Black, 1995 	ESD 1 – Christina, Kaitlyn
January 31	Campus Contexts and the Profession <u>Readings</u> <ul style="list-style-type: none"> ▪ Learning Reconsidered, Ch. 3 ▪ Hirt, Collins, & Plummer, 2005 ▪ Hornak, Ozaki, & Lunceford, 2016 ▪ Locks et al., 2008 	ESD 2 – Eric, Maddye, Matt
February 7	Developing Key Competencies in the Profession <u>Readings</u> <ul style="list-style-type: none"> ▪ Ardoin, Ch. 2 & 6 ▪ Learning Reconsidered, Ch. 7 ▪ ACPA & NASPA, 2015 (p. 1-11, skim rest) ▪ Baptista, 2015 (click here) ▪ Cooper et al, 2016 ▪ Shetty et al., 2016 	ESD 3 – Ané, Jen, Kat

February 14	Developing Key Competencies in the Profession <u>Readings</u> <ul style="list-style-type: none"> ▪ CISA, Ch. 12 & 20 ▪ Learning Reconsidered, Ch. 4 ▪ Holzweiss & Walker, 2016 ▪ Karunaratne et al., 2016 ▪ Review PPF & VPH Competencies 	Practitioner Interview due
February 21	Winter Recess – NO CLASS	Mid-Semester Review & Self-Assessment due by Monday 2/26, 12pm
February 28	Lifelong Learning and Self-Reflection <u>Readings</u> <ul style="list-style-type: none"> ▪ Ardoin, Ch. 4 & 8 ▪ CISA, Ch. 23 & 24 ▪ Learning Reconsidered, Ch. 5 ▪ Armstrong, 2015 ▪ Kimball et al, 2016 ▪ Review AER Competency <u>Watch</u> <ul style="list-style-type: none"> ▪ The Different Styles of Self-Study (link) <p>Going over Mid-Semester Review & Self-Assessment</p>	ESD 4 – Alex W., Alex M., Brittany H.
March 7	Recover from NASPA – NO CLASS We will not meet in person for class this week. You are all encouraged to take advantage of the time to meet in your conference proposal groups to discuss your ideas and begin formulating your submission.	
March 14	The Profession, Student Cultures, & Challenges <u>Readings</u> <ul style="list-style-type: none"> ▪ CISA, Ch. 5, 7, 9, 10 ▪ Brown, 2016 (link) ▪ Hing, 2012 (link) ▪ Review SLD & A/S Competencies 	ESD 5 – Shannon, Lauren, Rachel
March 21	The Profession, Student Cultures, & Challenges <u>Readings</u> <ul style="list-style-type: none"> ▪ CISA, Ch. 19 ▪ Harrison & Mather, 2017 ▪ Kezar, 2010 ▪ Miller et al., 2017 ▪ Ruff, 2016 	

	<ul style="list-style-type: none"> ▪ Review LPG & SJI Competencies 	
March 28	<p>Organizational Cultures, Structures, & Leadership in the Profession</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> ▪ CISA, Ch. 14, 21, 22 ▪ Learning Reconsidered, Ch. 6 ▪ Treadwell, 2017 ▪ Review OHR & LEAD Competencies 	Conference Proposals due
April 4	<p>Technology</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> ▪ Ahlquist, 2016 ▪ Brown, 2015 (link) – check out the video, peruse a few of the blog posts, etc. ▪ Fang, 2016 ▪ Stoller, 2013 ▪ Twenge, 2013 ▪ Review TECH Competency 	ESD 6 – Alex P., Jeremy, Bryson
April 11	<p>Financing</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> ▪ Ardaiole, 2010 ▪ McCambly & Haley, 2016 ▪ Romano et al., 2010 ▪ Varlotta et al., 2010 	ESD 7 – Brittany T., Hope, Laura
April 18	<p>Conference Presentations</p> <p>48 hours ahead of time let me know which option your group has chosen</p>	
April 25	Finals Week - NO CLASS	Final Paper due by <u>7:00pm</u>