

University of Southern California
Rossier School of Education
EDHP 563: Student Affairs Work in College
Fall 2013

Monday, 4:00-6:40 p.m., WPH TBA

Melora Sundt, PhD

Email: sundt@usc.edu

Phone: 213-821-2520 (office)

Office: WPH 504E

Assistant: Lisa Galvan (lgalvan@usc.edu)

Office Hours: By appointment through Lisa

in my office (WPH 504E) or via Skype

(username: MeloraSundt)

Course Website: <http://blackboard.usc.edu>

Purpose and Objectives

This course is designed as an introduction to and overview of student affairs work within colleges and universities and will include the following areas:

- 1) A general overview of the theoretical basis of the profession
- 2) The administrative and organizational structures of student affairs including an understanding and appreciation for the complexity and diversity of student affairs organizations
- 3) The professional foundations and principles of student affairs
- 4) The multifaceted functions, roles, and activities associated with student affairs functional areas, their relationship to each other and its relationship to the academic community
- 5) A sampling of current challenges facing student affairs departments and administrators
- 6) An introduction to professional associations and journals
- 7) An opportunity for students to explore professional interests, goals, and career objectives

Attendance

You are expected to attend each class. Your presence and contributions help make this a more valuable educational experience for all of us. Absences will be reflected in your final grade. If you must miss a class, please notify me in advance and make arrangements to get any notes, handouts, and assignments from your classmates in a timely fashion.

Participation

The course will be conducted as a seminar and discussion class. It will be highly interactive and participation (and, therefore, preparation) will be an important part of how you are evaluated. Preparation means more than just reading the assigned material in advance of each class—it also means that you spent some time thinking about what you read and considered the implications within the larger context of the course.

In order to be an active participant, you must be on time and attend the entire class. Your participation will be judged on your ability to ask questions and speak knowledgeably during class discussions, provide evidence that you have read the assignments prior to class, and show an interest in class proceedings.

Due Dates

Assignments are due before the start of class on the dates indicated below. Late work will reflect a deduction of half a grade (e.g., A to A-) for not meeting the initial deadline, then an additional half grade for each week thereafter. Assignments not turned in by the last class meeting will be factored in as a zero.

Format and Length

Assignments should follow APA format unless otherwise noted. Standard font size is 12 point. Generally, you will be given an approximate page length (and, in some cases, a strict limit) for assignments.

Course website and email communication

Our course website will be housed on Blackboard. We will use this site for file sharing, and for access to online readings. If you have never used this application before, check out the tutorials and reference section available on the Help tab. Blackboard is linked through the MyUSC student portal on the USC website (under the USC mark on the top right) or available at the following address: <http://blackboard.usc.edu>

Your USC email account is the primary mechanism for sending official communications to students, as outlined in the "University Email Notifications to Students" in *SCampus*. Please check your USC email account daily or ensure that it is forwarded.

We may also use additional technology, such as VoiceThread, for some assignments. While any technology related to an assignment will be demonstrated in class, you are responsible for getting up to speed with the tools.

Emergency or natural disaster

In the event of a large scale emergency or natural disaster that requires temporary cancellation of face to face class meetings on campus, please check this course on Blackboard for further instructions.

Group work

In this course and in the higher education masters programs, you will be asked to engage in group work. It is important to state up front several expectations:

- 1) Participation in these group projects should reflect the same level of professionalism, engagement, commitment and high standards as a group project in a professional work environment.
- 2) Each member is expected to participate fully in meetings, respond to group conversations via email, chat or other media, contribute meaningful and complete content or work, meet deadlines and assist in completing the final phases of the project.
- 3) Segmenting responsibilities to the point of individual ownership of pieces is discouraged. While this may be a good tactic to start a project, a high quality project cannot be completed in this way. Highly segmented work seldom reflects the quality of a project that involves everyone.
- 4) Communicate abilities and assets, and be honest about limitations. Bring everything you can to a project and let people know when you need help.
- 5) Accept feedback about the betterment of a project without concern for defending a position.
- 6) Try to be democratic or open to decision making.

Last thought – student affairs is a really small field. Please bear in mind that though you are working with friends, academic reputations become professional reputations in due time. Please engage in group work seriously and respect the contributions that everyone needs to bring forth.

Academic Integrity

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *Scampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Students with Disabilities

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776.

Grades

Your grade for the semester will be based on the following:

10 pts.	<i>The Chronicle of Higher Education</i> letter
20 pts.	Project/program proposal
20 pts.	Professional development assignment
25 pts.	Critical issue summary/presentation
15 pts.	Case study
10 pts.	Class participation

Your final grade is based on a 100-point scale, as follows:

A = 94-100	B = 84-86	C = 74-76
A- = 90-93	B- = 80-83	C- = 70-73
B+ = 87-89	C+ = 77-79	D = 69-60

Extra credit opportunities are noted in the syllabus. These opportunities are not required but must be turned in on the noted date for consideration.

Incompletes (INs) will be considered only in the most extreme and unforeseen circumstances. More detailed information about Incompletes is available in the *University Catalogue*.

Grading for *most* written assignments will reflect 3 components:

- Content
- Writing/ APA style (sometimes included in Writing)

A high score in Content reflects a clear organizational approach that:

- Addresses all questions and sections outlined in the assignment or prompt
- Reflects a strong understanding and synthesis of relevant published research
- Uses evidence (data, research findings, other literature) to support assertions
- Where relevant, presents multiple perspectives and considers the evidence regarding those perspectives when exploring a topic.

A high score in Writing reflects:

- Appropriate use of APA style
- Few typographical errors, misspellings or grammatical errors
- Little or no redundancy
- Organization and focus of thought with clear transitions from one section to another
- A scholarly tone, with simple, straightforward language and no use of slang
- Primary citations from reputable or peer reviewed publications and sources
- Judicious (limited) use of direct quotes
- Effective use of analysis rather than narration; “shows” the reader rather than “tells”

Required Texts

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

- Kuh, G., Kinzie, J., Schuh, J. & Whitt, E. (2005). Student success in college: Creating conditions that matter. Jossey-Bass: San Francisco.
- American Psychological Association (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC.

Course Requirements

	Due date
<p>Chronicle of Higher Education Letter Select an article of interest (related to student affairs work) in the <i>Chronicle of Higher Education</i> that resonates with you professionally or personally. Respond to it in the form of a letter to the editor. Your professionally written letter must be submitted to the <i>Chronicle</i> and shared in class on the week assigned.</p>	Variable; see schedule for your due date
<p>Professional Development Report Student Affairs professional interview and written summary.</p>	Sept. 16
<p>Project/program proposal Develop a 3-5 page project or program proposal for a new initiative you would like to introduce at your college or university. Please see the assignment sheet for more information.</p>	Oct. 14
<p>Critical Issue Summary and Presentation 3-5 page, concise assessment of an issue chosen from a list developed by the class.</p>	Nov. 11 and 18 Presentation will be either 11/11 or 11/18; written paper due 11/18
<p>Case Study Response Respond to the situation presented in the case study using what you have learned in this (and previous) courses. More specific guidelines will be included with the case.</p>	Dec. 2

Daily Schedule/Assignments

Date	Readings (to be completed for class indicated)	Class Format/ Deliverable
Aug. 26	Introductions, review of syllabus, and discussion of assignments	Discussion Email bio by Thursday (8/29) at midnight Bring Chronicle of Higher Education registration to next class.
Sept. 2	No Class – Labor Day Holiday	
Sept. 9	The Organization of Student Affairs Reading: Chapter 4 & 15 Schuh	Discussion

Sept. 16	Institutional Characteristics: What Are They and What Is Their Impact On Students And Student Affairs? Reading: Chapter 13 Schuh; Introduction and Chapter 1, 2 Kuh	Discussion Professional Development Report Due. Please have the assignment posted to Blackboard before the start of class.
Sept. 23	Developing skills and competencies in Student Affairs Reading: <ul style="list-style-type: none"> • Chapter 3, 23 and 27 Schuh; • NASPA/ACPA joint report on competencies (on Bb) • Ancis, J.R., Sedlacek, W.E. & Mohr, J.J. (2000). Student perceptions of campus cultural climate by race. <i>Journal of Counseling and Development</i>, 78(2). 180-185. (online) 	Discussion
Sept. 30	Standards and Assessment in Higher Education Reading: Chapter 18, Schuh <ul style="list-style-type: none"> • Counsel for the Advancement of Standards in Higher Education - CAS website: http://www.cas.edu/ In the Presentations and Tutorials section: <ul style="list-style-type: none"> • View the PowerPoint by Phyllis Mable and - Laura Dean: CAS Basics: CAS Standards, Self-Assessment under Presentations and Tutorials, Student Learning Outcomes in Higher Education; • View the PowerPoint By Tony Ellis CAS Standards and Self-Assessment in Higher Education under Presentations and Tutorials • Read History of CAS Prologue- all sections and CAS Context – all sections. Western Association of Schools and Colleges - WASC website http://www.wasc.org/ Welcome • Read About WASC, The Commission; Browse titles in their Document Library Cooperative Institutional Research Program - CIRP website: http://www.gseis.ucla.edu/heri/herisurveys.php • Read CIRP Freshmen Survey – all info • Read College Senior Survey – all info • Read Your First College Year – all info • Read About CIRP <p><i>Extra credit opportunity, up to 3 points: write a one-pager about one of the other regional or topical accreditation organizations in the United States. Info should include description of the accreditor, mission, special areas of interest, etc. Bring enough copies to share with classmates. Email which agency you are covering IN ADVANCE so that there is no repetition among your classmates.</i></p>	Discussion

Oct. 7	<p>Professional Foundations and Principles: Values and Ethics in our Profession</p> <p>Reading:</p> <ul style="list-style-type: none"> Principles of Good Practice (online) Chapters 5 and 6 Schuh Dalton, J.C. & Crosby, P.C. (2011). Profession in search of a mission. <i>Journal of College and Character</i>, 12(4). 1-7. (online) 	<p>LOCATION TBA</p> <p>Guest speaker</p> <p>Discussion</p>
Oct. 14	<p>Professional Foundations and Principles: Values and Ethics in our Profession</p> <p>Reading:</p> <ul style="list-style-type: none"> Landreman, L.M., Rasmussen, C.J., King, P.M., & Jiang, C.X. (2007). A phenomenological study of the development of university educator's critical consciousness. <i>Journal of College Student Development</i>, 48(3). 275-295. (online) Janosik, S.M. (2007). Common issues in professional behavior. <i>NASPA Journal</i>, 44(2). 285-306. (online) Renn, K.A. & Hodges, J.P (2007). The first year on the job: Experiences of new professionals in student affairs. <i>NASPA Journal</i>, 44(2). 367-391. (online) 	<p>Discussion</p> <p>Project/Program Proposal Due. Please have the assignment posted to Blackboard before the start of class.</p>
Oct. 21	<p>Student Learning and the Role of Student Affairs</p> <p>Reading: Chapters 11 Schuh</p> <ul style="list-style-type: none"> Blake, H. (2007). The Crucial Role of Student Affairs Professionals in the Learning Process. <i>New Directions for Student Services</i>, 117. Wiley Periodicals. Learning Reconsidered (online) USC Strategic Plan (online) <p><i>Extra credit opportunity, up to 3 points: Bring in a strategic plan from other college/university. Where does student affairs fit within that plan? Write up a one-pager to turn in (one copy only) that has the name of university, excerpts from strategic plan and where you find student affairs within in. Bring enough copies to share with classmates. Email which college you are covering IN ADVANCE so that there is no repetition among your classmates.</i></p>	<p>Discussion</p>
Oct. 28	<p>Legal Issues in Student Affairs and Higher Education</p> <p>Reading: Chapter 7 Schuh</p> <p>NACUA: National Association of College and University Attorneys website, http://www.nacua.org/.</p> <ul style="list-style-type: none"> Read New Documents and Cases (skim topics covered), About NACUA general and mission, Legal Reference Service documents and legal links (skim topics covered). 	<p>Discussion</p>

Nov. 4	<p>The Role of Student Affairs in the Retention of Students Reading: Chapter 14 Schuh and Chapters 12 Kuh</p> <ul style="list-style-type: none"> Baxter-Magolda, M.B. (2003). Identity and learning: student affairs' role in transforming higher education. <i>Journal of College Student Development</i>, 44 (1), 231-247. Tinto, V. (2006). Research and practice of student retention: what next? <i>Journal of College Student Development</i>, 8(1). 1-19. DiRamio, D., Ackerman, R. & Mitchell, R. (2008). From Combat to Campus: Voices of Student-Veterans. <i>NASPA Journal</i>, 45(1). 73-102. (online) <p>Optional reading: Townsend, B.K., Wilson, K.B. (2006). "A hand hold for a little bit": Factors facilitating the success of community college transfer students to a large research university. <i>Journal of College Student Development</i>, 47 (4). 439-456.</p>	<p>LOCATION TBA</p> <p>Guest speaker</p> <p>Discussion</p>
Nov. 11	<p>Role of Student Affairs in Fostering Community & Engagement</p> <p>Reading: Chapter 26, Schuh</p> <ul style="list-style-type: none"> Pascarella, E.T., Terenzini, P.T. & Wolfle, L.M. (1986). Orientation to college and freshman year persistence/withdrawal decisions. <i>The Journal of Higher Education</i>, 57(2). 155-175. (online) Tinto, V., Goodsell, A. (1993). Freshman interest groups and the first year experience: constructing student communities in a large university. <i>Paper presented at the annual meeting of the College Reading and Learning Association</i>. (online) Varlotta, L.E. (2008). Teaching Students How to Talk About, Think About, and Do Community. <i>NASPA Journal</i>, 45(3). 327-349. (online) 	<p>Discussion/ Presentations (half of class presents today)</p>
Nov. 18	<p>Critical Issues and Current Challenges in Student Affairs Readings: none</p>	<p>Discussion/ Presentations (Half of class presents today)</p> <p>Critical Issue Summary due. Please have the assignment posted to Blackboard before the start of class.</p>
Nov. 25	<p>Critical Issues and Current Challenges in Student Affairs Readings: none</p>	
Dec. 2	<p>The Future of Student Affairs Panel Reading: Chapters 29 and 30 Schuh Chapters 13 and 14 Kuh.</p>	<p>LOCATION TBA</p> <p>Panel presentation & discussion</p> <p>Case Study Response due. Please have the assignment posted to Blackboard before the start of class.</p>