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Introduction to Student Affairs

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Classroom, Meeting Times, and Dates

Class meeting times and location:

Section 02 -- Monday 9:00 AM -11:40 AM CAC Hardenbergh A3

Section 01---Tuesday 1:00 PM - 3:40 PM CAC Murray Hall Room 113

SPECIAL NOTES:

1. There are two sections of this course. One meets on Mondays and the other on Tuesdays. The fall semester begins on the Tuesday following Labor Day with no Monday classes. To keep both sections of the course on the same lecture and exam schedule, the September 3 meeting scheduled for section 01 (Tuesday) will be devoted to a general overview of course and related information. Students in section 02 (Monday) will have an abbreviated version of this information on their first class day on September 9 and the course will proceed to cover the material in the syllabus on that date.
2. Please note that a final examination is scheduled (December 16 and 17) for this course during exam week. If students are agreeable and the classroom is large enough, I may combine both sections for the final written examination on one of these dates.
3. This is the foundational course for student affairs work. The amount of material you need to master is significant. I will help you as much as possible, but you will need to study the material, not just read it. Establishing a study group is highly recommended.

Required Books

McClellan, Stringer, J. & Associates (2009). *The Handbook of Student Affairs Administration (Third Edition)*. San Francisco: Jossey-Bass (Blue Book)

Schuh, J. H., Jones, S. R., Harper, Shaun, R. & Associates (2011). *Student Services: A Handbook for the Profession (Fifth Edition)*. San Francisco: Jossey-Bass. (Green Book)

Note: The Amazon price for the McClellan, Stringer, & Associates book is \$63.42 ; the Amazon price for the Schuh, Jones, Harper & Associates book is \$58.94. Kindle versions of both books are available at a slightly lower price and used books are available for both texts. The books are standard in the field and will be good additions to your professional library. The University Bookstore should have both books available.

Course Objectives

This course introduces student affairs as a professional area of study. The course focuses on the role and function of professionals in the field, the populations served, the college and university settings where the profession is practiced, the skills and competencies necessary for professional practice and current issues in the profession. This is the foundational course for work in the field of student affairs.

Goals of the Course

1. Develop basic knowledge about the history and foundation of student affairs
2. Develop basic knowledge about the philosophy and values of the student affairs profession
3. Develop basic knowledge of the ethical principles of the student affairs profession and the role of professional associations
4. Develop basic knowledge of the organization, purpose, fields of specialization, and mission of student affairs within universities
5. Develop basic understanding of how college and universities operate and their role within society
6. Develop basic knowledge of the diversity of college student populations
7. Develop an introductory knowledge of some of the psychosocial, cognitive, and biological issues associated with development during the traditional college years
8. Develop a basic knowledge about what students learn in college and how they learn it
9. Develop a basic knowledge of process models used to explain change, growth, and development during the traditional college years and beyond

Student Affairs Competences Covered in this Course

(Adapted from Professional Competency Areas for Student Affairs Practitioners (2010) ACPA/NASPA)

History, Philosophy, and Values

- Describe the foundational philosophies, disciplines, and values on which the profession is built.
- Articulate the historical contexts of institutional types and functional areas within higher education and student affairs.
- Describe the various philosophies that define the profession.
- Describe the roles of both faculty and student affairs educators
- Explain the importance of service to the academy and to student affairs professional associations.
- Articulate the principles of professional practice.
- Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education.
- Explain the role and responsibilities of the student affairs professional associations.
- Explain the purpose and use of publications that incorporate the philosophy and values of the profession.
- Explain the public role and societal benefits of student affairs and of higher education generally.
- Articulate an understanding of the ongoing nature of history and one's role in shaping it.
- Explain how the values of the profession contribute to sustainable practices.

Ethical Professional Practice

- Articulate one's personal code of ethics for student affairs practice, which reflects the ethical statements of professional student affairs associations and their foundational ethical principles.
- Describe the ethical statements and their foundational principles of any professional associations directly relevant to one's working context.
- Explain how one's behavior embodies the ethical statements of the profession, particularly in relationships with students and colleagues, in the use of technology and sustainable practices, in professional settings and meetings, in global relationships, and while participating in job search processes.
- Identify ethical issues in the course of one's job.
- Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.

Equity, Diversity, and Inclusion

- Identify the contributions of similar and diverse people within and to the institutional environment.
- Recognize the intersectionality of diverse identities possessed by an individual.
- Recognize social systems and their influence on people of diverse backgrounds.
- Articulate a foundational understanding of social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals.
- Analyze the interconnectedness of societies worldwide and how these global perspectives impact institutional learning.

Student Learning and Development

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
- Articulate how differences of race, ethnicity, nationality, class, gender, age, sexual orientation, gender identity, disability, and religious belief can influence development during the college years.
- Identify and define types of theories (e.g., learning, psychosocial and identity development, cognitive-structural, typological, and environmental).
- Identify the limitations in applying existing theories and models to varying student demographic groups.
- Identify and construct learning outcomes for both daily practice as well as teaching and training activities.

Advising and Helping

- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- Facilitate reflection to make meaning from experience.
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Human and Organizational Resources

- Articulate basic accounting techniques for budgeting, monitoring, and processing expenditures.
- Communicate with others using effective verbal and nonverbal strategies appropriate to the situation in both one-on-one and small group settings.

- Recognize how networks in organizations play a role in how work gets done.
- Understand the role alliances play in the completion of goals and work assignments.

Class Policies

1. Students' lives are often complicated and busy. Situations occur which disrupt schedules and cause legitimate reasons for a delay. The instructor may grant deadline exceptions for some written assignments **with prior approval** under unusual circumstances. If the instructor grants a deadline exception, the delay is seldom for more than three days. **Exceptions are not usually granted for missing examinations.**
2. Students are expected to attend all classes as scheduled. If you are unable to attend a class, you should notify me by email that you will not be attending and provide a reason. Prior approval for missing class should be obtained whenever possible.
3. The instructor reserves the right to alter the syllabus as needed to meet course objectives.
4. Electronic devices, such as cell phones, must be turned-off or silenced during class. Texting, using Facebook, Twitter, or similar social media during class is not permitted.
5. Eating in class is not permitted. Beverages are permitted.
6. Academic integrity is the first prerequisite for this class. Any student who violates Rutgers University's Academic Integrity Policy will be subject to the disciplinary process outlined in that policy.

Assignments and Examinations

1. There are two objective examinations for this course. Dates for the exams are indicated in the schedule below. Each exam is worth 100 points.
2. In addition to the examinations, there are two written assignments for the course. Each is worth 10 points. The assignments are:

- a. Develop a student affairs organization. Details about the assignment will be given in class. (10 points)
- b. Interview a student affairs professional about his/her job within student affairs and write a report about what you learned. Details about the assignment will be provided in class. (10 points)

Grading

There are 220 possible points in the course. The course grade will be determined by adding together all of the points earned in the class and dividing by 2. The grading scale is as follows:

A	B+	B	C+	C	F
110-90	89-86	85-80	79-76	75-70	69-0

Schedule of Topics, Readings, Deadlines and Exams

Date	
	Modern American University
September 3	<ul style="list-style-type: none"> • Course Overview • General Information • Class exercise
September 9 & 10	<ul style="list-style-type: none"> • Course Overview • Lecture: Purpose of College • Lecture: Culture of the Academy, Carnegie Classifications, and Demographics • Read: (M.S.A. Student Affairs – blue book) Chapter 12 The Changing Student Population (George S. McClellan and Jim Larimore) • Read: (S.J.H. Student Services – green book) Chapter 15 Framing Student Affairs Practice (Kathleen Manning and Frank Michael Muñoz) • Read: (M.S.A. Student Affairs – blue book) Chapter 2 The Importance of Institutional Mission (Joan B. Hirt)
September 16 & 17	<ul style="list-style-type: none"> • Lecture: Culture of the Academy, Carnegie Classifications, and Demographics (continued)

	<ul style="list-style-type: none"> • Lecture: How Universities and Student Affairs Organizations are Funded • Read: (S.J.H. Student Services – green book) Chapter 17 Financing Student Affairs (John H. Schuh) • Read: (M.S.A. Student Affairs – blue book) Chapter 25 Budgeting and Fiscal Management for Student Affairs (Margaret J. Barr)
History of Higher Education	
September 23 & 24	<ul style="list-style-type: none"> • Lecture: History of Higher Education • Read (S.J.H. Student Services- green book) Chapter 1 Historical Overview of American Higher Education (John R. Thelin and Marybeth Gasman) • Read: W. D. Armentrout, Neglected Values in Higher Education: Needed Reorganization in Curricular and Extra-Curricular Activities to Provide Significant Experiences (Sakai site) • Read: Moffatt, Undergraduate Culture and Higher Education, (Sakai site)
Student Affairs History and Philosophy	
September 30 & Oct.1	<ul style="list-style-type: none"> • Lecture : History of Student Affairs • Read: (M.S.A. Student Affairs – blue book) Chapter 1, From the People Up: A Brief History of Student Affairs Administration (James J. Rhatigan) • Read (S.J.H. Student Services- green book) Chapter 4, The Development of Student Affairs (Gwendolyn Dungy and Stephanie A. Gordon) • Read: Gangone, The National Association for Women in Education (Sakai Site) • Read: Strobe, Theoretical Constructs in Student Personnel Work: The Nature and Types of Formulations (Sakai Site) • Review: Blimling, Student Affairs History Timeline (Sakai site)
October 7 & 8	<ul style="list-style-type: none"> • Lecture: Philosophy of Student Affairs and Historical Documents • Read: Blimling, Uniting Scholarship and Communities of Practice in Student

	<p>Affairs (Sakai Site)</p> <ul style="list-style-type: none"> • Read: Wilson, Coomes, & Danniells Chronology of Foundational Documents of the Student Affairs Profession (Sakai site) • Read: Student Personnel Point of View 1937 (Sakai site) • Read: Blimling, Student Affairs Document Timeline (Sakai Site) • Review: Student Learning Imperative (Sakai Site) • Review: Principles of Good Practice (Sakai Site) • Review: Learning Reconsidered 2 (Sakai Site) • Review: ACPA/NASPA, Professional Competency Areas for Student Affairs Practitioners (Sakai site)
Student Affairs Ethics and Values	
October 14 & 15	<ul style="list-style-type: none"> • Lecture: Professional Ethics and Professionalism • Read: (S.J.H. Student Services – green book) Chapter 5, Philosophies and Values (Robert D. Reason and Ellen M. Broido) • Read (S.J.H. Student Services- green book) Chapter 27, Professionalism (Jan Arminio) • Read: (M.S.A. Student Affairs – blue book) Chapter 9, Maintaining and Modeling Everyday Ethics in Student Affairs (Jon C. Dalton, Pamela C. Crosby, Aurelio Valente, and David Eberhardt) • Read: ACPA Ethics Statement (Sakai Site) • Review: NASPA Ethics Statement (Sakai Site)
Student Affairs Mission and Organization	
October 21 & 22	<ul style="list-style-type: none"> • Lecture: Student Affairs and the Campus Environment • (S.J.H. Student Services – green book) Chapter 13, Campus Ecology and Environments (Kristen A. Renn and Lori D. Patton) • Read: (M.S.A. Student Affairs – blue book) Chapter 4, Understanding Campus Environments (George D. Kuh) • Read: (M.S.A. Student Affairs – blue book) Chapter 22 The Political Environment of the Student Affairs Administrator (Jeremy Stringer). •
October 28 & 29	<ul style="list-style-type: none"> • Lecture: Student Affairs Organizations and CAS Standards

	<ul style="list-style-type: none"> • Read: (M.S.A. Student Affairs – blue book) Chapter 16 The Dynamics of Organizational Models Within Student Affairs (Linda Kuk) • Read: (M.S.A. Student Affairs – blue book) Chapter 10 Applying Professional Standards (Jan Arminio) • Read: (M.S.A. Student Affairs – blue book) Chapter 11 Professional Associations in Student Affairs (Nancy J. Evans and Jessica J. Ranero) • Read: Blimling, ACPA and NASPA Consolidation: United We Stand Together ... Divided We Stand Apart (Sakai site) • Review: List of Student Affairs Associations (Sakai site) • Assignment Due: Develop an Organizational Chart for a Student Affairs Organization
November 4 & 5	In Class Mid-Term Examination
College Student Development	
November 11 & 12	<ul style="list-style-type: none"> • Lecture: Neurobiological, psychosocial, and cognitive development of college students • Read: Blimling, New Dimensions to Understanding Psychosocial Development in Traditionally Aged Undergraduates (Sakai Site) • Read (S.J.H. Student Services- green book) Chapter 8 The Nature and Uses of Theory (Susan R. Jones and Elisa S. Abes)
November 18 & 19	<ul style="list-style-type: none"> • Lecture: Neurobiological, psychosocial, and cognitive development of college students (continued) • Read (S.J.H. Student Services- green book) Chapter 9 Structural Perspectives on Student Development (Nancy J. Evans). • Read (S.J.H. Student Services- green book) Chapter 11 Student Learning (Patricia M. King and Marcia B. Baxter Magolda).
What Influences Student Learning	
November 25 & 26	<ul style="list-style-type: none"> • Lecture: How Students Learn in College

	<ul style="list-style-type: none"> • Lecture: Models of Student Development • Read (S.J.H. Student Services- green book) Chapter 14 Student Success (George D. Kuh) • Read: Astin, Student Involvement: A Developmental Theory for Higher Education (Sakai site) • Read Kuh, What Student Affairs Professionals Need to Know about Student Engagement (Sakai site)
December 2 & 3	<ul style="list-style-type: none"> • Lecture: Positive Influences on Student Learning • Lecture: Peer Group Influences in College • Read Weidman, Socialization of Students in Higher Education (Sakai site) <p>Assignment Due: Interview with a Student Affairs Professional</p>
What Students Learn in College (Outcomes)and How Student Affairs Educators Teach	
December 9 & 10	<ul style="list-style-type: none"> • Lecture: What Students Learn in College • Lecture: Student Affairs Practice: What Works, What Doesn't and Why • Lecture: Teaching Methods in Student Affairs and Lessons Learned From Administration • Read: Terenzini, Pacarella, & Blimling, Students' Out-of-Class Experiences and Their Influence on Learning and Cognitive Development: A Literature Review (Sakai Site) • Read: Astin, Involvement in Learning Revisited: Lessons We Have Learned (Sakai Site) • Read: Terenzini and Pascarella, The Impact of College on Students: Myths, Rational Myths, and Some Other Things That May Not Be True
December 16 & 17	In Class Final Examination

Introduction to Student Affairs Course Outline

Modern American College

- Demographic Profile
- Diversity
- Carnegie Classifications
- Accreditation
- College Environments
- Cultures of the Academy
- Funding Higher Education
 - Financing Universities
 - Student Affairs Financing

History of Higher Education

- Colonial History
- Collegiate History
- Impersonal Approach
- Co-Curricular Activities
- Holism
- WWI
- WWII
- 1960's - 1970'
- Modern History

Student Affairs History and Philosophy

- History
 - Deans
 - Student Personnel Movement
 - NASPA/ACPA/NADW
 - Women and Men in Higher Education
 - Racial Barriers and NAPW
 - Student Handbooks and Student Expectations
- Philosophy
 - Student Administration
 - Student Services
 - Student Development
 - Student Learning
- SA Documents
 - SPPV, 37, 49
 - THE I, II
 - 1987 NASPA Statement
 - COSPA
 - Reasonable Expectations

- SLI
- Principles of Good Practice
- Powerful Partnerships
- LLR 1 & 2
- LEAP
- Professional Competencies

Student Affairs Ethics and Values

- ACPA/NASPA Ethics Statement
- Professionalism

Student Affairs Mission and Organization

- Mission Statements
- Organizational Models
- Professional Publications
- Professions w/in Student Affairs
- CAS Standards

College Student Development

- Neurobiological Development
- Psychosocial Development
- Cognitive/Moral Development
- Issues of Diversity

What Influences Student Development

- How students learn
- Models
 - Astin Involvement
 - Tinto Student Development
 - Erikson Development
 - Sanford Challenge/Support
 - Pascarella General Change Model
 - Student Success Model
- Peer Group Influences
- Environmental Influences
 - Involving Colleges
 - DEEP Colleges
- What Causes Learning
 - Environmental Influences
 - Social Influences
 - Learning Style
 - Psychological Influences
 - Biological Influences
 - Socio-Economic Influences

What Students Learn (Outcomes)

- Outcomes Research
 - Pascarella/Terenzini
 - Astin
 - Kuh

Teaching Techniques in Student Affairs

- Student Affairs Practice: What Works What Doesn't and Why
- Teaching Methods in Student Affairs
- Lessons Learned from Administration