

Introduction to Student Affairs

Fall Semester 2015 [15:245:501 F15]

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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 Tuesday September 1 and classes are dismissed for Labor Day on Monday September 7. Our course will follow the University schedule. Therefore, students in the Monday section will not meet for class the first week of school but instead will meet on Tuesday September 8 at 9:00AM in Hardenbergh A3 as if it were a normal Monday morning class. Students in the Tuesday section will not meet for this class on September 8 and should attend their regularly scheduled Monday class. The normal class schedule will begin the third week of classes on September 14.
2. Thanksgiving week classes are currently shown on the syllabus as TBA. This is due to both the University schedule and my schedule. I will provide more information before the Thanksgiving break.
3. Please note that a final examination is scheduled during exam week. If students are agreeable and the classroom is large enough, I may combine both sections for the final written examination. I will coordinate this arrangement with Dr. Hernandez's class schedule.
4. 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

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

Doyle, T. & Zakrajsel, T. (2013). *The new science of learning: How to learn in harmony with your brain*. Sterling, VA; Stylus.

Delbanco, A, (2012). *College: What it was, is, and should be*. Princeton, NJ: Princeton University Press.

About the Readings

Some of the readings will form the basis of class discussions and some are provided as background information. This is particularly true of the readings in the Schuh, Jones, Harper, Shaun, & Associates (green book). The substance of the class discussion usually will be based on class lectures. I will provide students with copies of all Power Point presentations used for class lectures. These will be available on the course Sakai site prior to class. The same material is used for both course sections.

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. Audio recording or videotaping the class is not permitted.
6. Eating or chewing gum in class often irritates other people and is not permitted. In addition, university policy prohibits food in classrooms because it attracts rodents and insects. Beverages are permitted.
7. 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, including dismissal from the university.
8. If you have a disability that requires special accommodation for testing or other assignments, please discuss your needs with me at the beginning of the course so that appropriate accommodations can be made. A letter from the Office of Disability Services should be presented showing what type of accommodation is necessary.

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 extra credit 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 including the extra credit assignments. The course grade will be determined by the 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 Lectures and Course Assignments

Date	History of Higher Education
September 1 & 8	<ul style="list-style-type: none"> • Course Overview • Lecture: Purpose of College • Lecture: History of Higher Education • Read: Chapter 1 (green book) Historical Overview of American Higher Education (John R. Thelin and Marybeth Gasman) • Read: Chapter 1 Delbanco -- pages 9 - 35
September 14 & 15	<ul style="list-style-type: none"> • Lecture: History of Higher Education Continued / Begin History and Philosophy of Student Affairs • Read: Read Chapters 2 & 3 in Delbanco -- pages 36 - 101.
History and Philosophy of Student Affairs	
September 21 & 22	<ul style="list-style-type: none"> • Lecture : History of Student Affairs • Read: Chapter 4,(green book) 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)

September 28 & 29	<ul style="list-style-type: none"> • Lecture: Philosophy of Student Affairs and Historical Documents • Read: Blimling, Uniting Scholarship and Communities of Practice in Student Affairs (Sakai Site) • 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)
The Modern American University	
October 5 & 6	<ul style="list-style-type: none"> • Lecture: Culture of the Academy, Carnegie Classifications, and Demographics • Read: Chapter 15 Framing Student Affairs Practice (Kathleen Manning and Frank Michael Muñoz)
Student Affairs Mission and Organization	
October 12 & 13	<ul style="list-style-type: none"> • Lecture: How Universities and Student Affairs Organizations are Funded • Lecture: Student Affairs and the Campus Environment • Read: Chapter 17 (green book) Financing Student Affairs (John H. Schuh) • Read: Chapter 13, (green book) Campus Ecology and Environments (Kristen A. Renn and Lori D. Patton)
October 19 & 20	<ul style="list-style-type: none"> • Lecture: Student Affairs Organizations and CAS Standards • 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

	Professional Ethics and Professionalism
October 26 & 27	<ul style="list-style-type: none"> • Lecture: Professional Ethics and Professionalism • Read: Chapter 5, Philosophies and Values (Robert D. Reason and Ellen M. Broido) • Read Chapter 27, Professionalism (Jan Arminio) • Read: ACPA Ethics Statement (Sakai Site) • Review: NASPA Ethics Statement (Sakai Site)
November 2 & 3	In Class Mid-Term Examination
	College Student Development
November 9 & 10	<ul style="list-style-type: none"> • Lecture: Neurobiological, psychosocial, and cognitive development of college students • Read: Doyle & Zakrajsek – The New Science of Learning • Read: Blimling, New Dimensions to Understanding Psychosocial Development in Traditionally Aged Undergraduates (Sakai Site) • Read: Chapter 8, The Nature and Uses of Theory (Susan R. Jones and Elisa S. Abes)
November 16 & 17	<ul style="list-style-type: none"> • Lecture: Neurobiological, psychosocial, and cognitive development of college students (continued) • Read: Chapter 9, Structural Perspectives on Student Development (Nancy J. Evans). • Read: Chapter 11, Student Learning (Patricia M. King and Marcia B. Baxter Magolda).
November 23 & 24	<ul style="list-style-type: none"> • TBA
	What Influences Student Learning
November 30 & December 1	<ul style="list-style-type: none"> • Lecture: How Students Learn in College • 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)
What Students Learn and How Student Affairs Educators Teach	
December 7 & 8	<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 <ul style="list-style-type: none"> • 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 <p>Assignment Due: Interview with a Student Affairs Professional</p>
December 14 & 15 Or 21 & 22 TBA	In Class Final Examination