



15:245:501 INTRODUCTION TO STUDENT AFFAIRS
 Fall Semester 2016
 3.0 Credits

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Phone Number: 848-932-0848	10 Seminar Pl Rm 343
Office Hours: By appointment	Prerequisites or other limitations:
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers:

Class meeting times and location:

Section 01 Monday 1:10 PM 4:10 AM AB 3200

Section 02 Monday 4:30 PM 7:30 PM AB 3450

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

Textbooks:

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.

**APA Manual*

SPECIAL NOTE:

1. 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.**

Student Affairs Competences Covered in this Course

(Adapted from Professional Competency Areas for Student Affairs Practitioners (2015) 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.
- Know and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
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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.

Policies & Resources

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

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.

The Office of Student Conduct supervises issues related to violations of academic integrity

(see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at https://slwordpress.rutgers.edu/academicintegrity/wp-content/uploads/sites/41/2014/11/AI_Policy_2013.pdf

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.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Statement of Expectations

My expectations of you in this course include:

- **Thorough preparation and engagement** in course activities each week. Your classmates and I are depending on you to get the most out of our time together.
- **Self-awareness and an open mind.** You may not agree with everything that is said in class or the perspectives of the authors provided (neither do I!); however, it is important to consider each perspective to develop your own perspective, awareness, and understanding of the materials in this course.
- **Challenge and support for each other.** Although we will (and should!) disagree with each other about topics in this course, we must commit to a space of shared respect and personal growth. My experience tells me that some of the most significant growth happens in relationship to discomfort in learning environments. This does not mean that people should feel unsafe – physically, emotionally, or mentally. It means acknowledging and validating what a person shares when they share it. Even if you disagree with them, you can validate that they shared a perspective which may have been difficult for them to share.

You can expect the following from me as the instructor of this course:

- An awareness and sensitivity to inclusivity – in the classroom and the materials selected for the course.
- Innovation and creativity in instructional techniques.
- Availability to you through a variety of mechanisms (Google Chat/Hangouts, e-mail, in-person meetings, and anything else that becomes available throughout our time together).
- Timely and in-depth feedback on your work.
- More questions than answers.

If at any point, you have any questions or concerns about these expectations, I would appreciate knowing from you so that I can correct it prior to the end of the course.

Evaluation, 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 25 points.
2. In addition to the examinations, there is an extra credit written assignments for the course. The assignment is:

- a. 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)
3. Weekly Discussants – A sign-up sheet will be handed out the first day of class and a pair of students will choose weeks to be discussants. For 10 class sessions, the pair of students (one team will have only 1 student due to the odd number of students in the class) will be responsible for: (1) developing an oral summary and response to the week’s readings (20 minutes minimum, 25 maximum), (2) a written summary and response (5 pages double-spaced), (3) 2-3 reflection questions that will be discussed in the beginning of class with the entire group, and (4) a class activity that engages students in the week’s topic. Your summaries and reflection questions should foster deep understanding of the central themes and critical issues highlighted by the readings. The oral summary can be in the form of a PowerPoint, Prezi, or another form of presentation students decide is best for presenting the weekly topic/theme. (1 hour total)

The purpose of this assignment is to help students lead in facilitating thoughtful discussion on a higher education topic, which assists them in skill development and preparation for class exams. We will begin most classes by dividing into groups and spending time answering the reflection questions from the teams. Reflection questions must be submitted to me no later than **4:00 pm on Friday** the week before your group presentation. (20 points).

Point Allocation:

Section	Points
Presentation: Clarity, visuals, audience engagement and engagement of team members, met time requirements (25 minutes)	15
- Content: addresses major points of weekly reading or film. Use of analytical skills was evident in each presenter.	5
- Delivery: Combined both presentation skills and content effectively. The group communicated well together and to their audience.	5
- Creativity: Use of innovative techniques. Content chosen was diverse.	5
Written Summary: Includes all major points. Meets minimum page requirement. (5 full pages)	5

- APA Citations	2
- Appropriate depth of summary/response - Critique, implications, takeaways (e.g., how will you use this?)	3
TOTAL	20

4. Because of the centrality of contributions in this course, participation is an expectation. If a student’s contribution over the course of the semester is disruptive or otherwise less than adequate for a graduate student, that student may lose up to 15 points for the semester. Examples of disruptive behavior may include, but is not limited to: excessive or non-academic related use of technology, arriving to class late without prior notification, lack of preparation and/or completion of course activities, and issues with professionalism in communications. (15 points).
5. In class exercise - The purpose of this assignment is to provide you an opportunity to synthesize and reflect on the materials for this course. Exercises may be at the beginning or end of a class period and may be academic, reflective, or a combination of the two. Each reflection will be worth three points. Twenty-four points of your total grade is allocated to these assignments. This is the similar to a “participation” grade. You will do well on these assignments if you read and engage with the material prior to coming to class. (15 points).

Grading

There are 110 possible points in the course including the extra credit assignments.

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

Assignment	Max. Points
Exam 1	25
Exam 2	25

Weekly Discussant	20
Participation	15
In class exercise	15
Extra Credit	10
TOTAL	110

Schedule Lectures and Course Assignments

Date	History of Higher Education
September 12	<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 19	<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 26	<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, L. M. (2008). The national association for women in education: An

	<p>enduring legacy. <i>NASPA Journal About Women in Higher Education</i>, 1(1), 3-24.</p> <ul style="list-style-type: none"> ● Read: Stroup, H. (1979). Theoretical Constructs in Student Personnel Work: The Nature and Types of Formulations. <i>The Journal of Higher Education</i>, 50(4), 526-534. doi:1. Retrieved from http://www.jstor.org/stable/1980963 doi:1 ● Student Affairs History Timeline
October 3	<ul style="list-style-type: none"> ● Lecture: Philosophy of Student Affairs and Historical Documents ● Read: Blimling, G. S. (2001). Uniting Scholarship and Communities of Practice in Student Affairs. <i>Journal of College Student Development</i>, 42(4), 381-96. ● Read: Chronology of Foundational Documents of the Student Affairs Profession (Wilson, Coomes, and Dannells) ● Read: ACPA Student Personnel Point of View 1937 ● Read: Student Affairs Document Timeline ● Review: ACPA Student Learning Imperative ● Review: NASPA Principles of Good Practice ● Review: ACPA/NASPA, Professional Competency Areas for Student Affairs Practitioners
The Modern American University	
October 10	<ul style="list-style-type: none"> ● Lecture: Culture of the Academy, Carnegie Classifications, and Demographics ● Read: Chapter 15 (green book) Framing Student Affairs Practice (Kathleen Manning and Frank Michael Muñoz)
Student Affairs Mission and Organization	
October 17	<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 24	<ul style="list-style-type: none"> ● Lecture: Student Affairs Organizations and CAS Standards ● Read: Blimling, G. S. (2003). Editorial: ACPA and NASPA consolidation: United we stand together... divided we stand apart. <i>Journal of College Student Development</i>, 44(5), 581-587. ● Review: List of Student Affairs Associations
Professional Ethics and Professionalism	
October 31	<ul style="list-style-type: none"> ● Lecture: Professional Ethics and Professionalism ● Read: Chapter 5 (green book) Philosophies and Values (Robert D. Reason and Ellen M. Broido) ● Read Chapter 27 (green book) Professionalism (Jan Arminio) ● Read: ACPA Ethics Statement ● Review: NASPA Ethics Statement
November 7	In Class Mid-Term Examination
College Student Development	
November 14	<ul style="list-style-type: none"> ● Lecture: Neurobiological, psychosocial, and cognitive development of college students ● Read: Doyle & Zakrajsek – The New Science of Learning (entire book) ● Read: Blimling, G. S. (2013). New dimensions to psychosocial development in traditionally aged college students. <i>About Campus</i>, 18(5), 10-16. ● Read: Chapter 8 (green book) The Nature and Uses of Theory (Susan R. Jones and Elisa S. Abes)

<p>November 21</p>	<ul style="list-style-type: none"> ● Lecture: Neurobiological, psychosocial, and cognitive development of college students (continued) ● Read: Chapter 9 (green book) Structural Perspectives on Student Development (Nancy J. Evans). ● Read: Chapter 11 (green book) Student Learning (Patricia M. King and Marcia B. Baxter Magolda).
<p>November 28</p>	<ul style="list-style-type: none"> ● TBA
<p>What Influences Student Learning</p>	
<p>December 5</p>	<ul style="list-style-type: none"> ● Lecture: How Students Learn in College ● Lecture: Models of Student Development ● Read: Chapter 14 (green book) Student Success (George D. Kuh) ● Read: Astin, A. W. (1984). Student involvement: A developmental theory for higher education. <i>Journal of college student personnel</i>, 25(4), 297-308. ● Read: Kuh, G. D. (2009). What student affairs professionals need to know about student engagement. <i>Journal of College Student Development</i>, 50(6), 683-706.
<p>What Students Learn and How Students Affairs Educators Teach</p>	
<p>December 12</p>	<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, P. T., Pascarella, E. T., & Blimling, G. S. (1996). Students' out-of-class experiences and their influence on learning and cognitive development: A literature review. <i>Journal of college student development</i>. ● Read: Astin, A. W. (1996). Involvement in learning revisited: Lessons we have learned. <i>Journal of college student development</i>, 37(2), 123-34. ● Read: Pascarella, E. T., & Terenzini, P. T. (1995). The impact of college on students:

	<p>Myths, rational myths, and some other things that may not be true. <i>NACADA journal</i>, 15(2), 26-33.</p> <p>Extra Credit Assignment Due: Interview with a Student Affairs Professional</p>
<p>December 19</p>	<p>In Class Final Examination</p>