

Seattle University
College of Education
Student Development Administration

ORGANIZING THEME: The College of Education prepares ethical, reflective professionals for quality service to diverse communities.

Syllabus

SDAD 577-01: *Foundations of the Student Affairs Profession* (3 credits)

Loyola 302; class meets 4:15-6:55 p.m.
Fall, 2012
Wednesdays, 09/19-12/05/2012

Instructor:

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Fall office hours: Tuesdays, 10-12 and by appointment

Angel Site for Course: <http://angel.seattleu.edu/angel>

Texts and Course Materials: *Required*

Hirt, J. B. (2006). *Where you work matters: Student affairs administration at different types of institutions*. Lanham, MD: University Press of America.

Levine, A., & Dean, D.R. (2012). *Generation on a tightrope: A portrait of today's college student*. San Francisco: Jossey-Bass.

McClellan, G.S., & Stringer, J. (Eds.) (2009). *The handbook of student affairs administration* (3rd ed). San Francisco: Jossey-Bass. (Selected chapters).

Texts and Course Materials: *Recommended*

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

There will be additional readings posted on Angel and handed out in class.

Students who would like suggestions for additional reading should see the instructor.

Students with Disabilities:

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services, Loyola 100, (206) 296-5740.

SDA Learning Outcomes Addressed

The following learning outcomes of the SDA master’s program are addressed through this course:

1. Understanding the foundations and emerging nature of the Student Affairs profession and higher education
2. Understanding students and student issues
3. Exhibiting professional integrity and ethical leadership in professional practice
4. Understanding and fostering diversity, justice and a sustainable world informed by a global perspective and the Jesuit Catholic tradition
5. Adapting student services to specific environments and cultures
6. Developing and demonstrating skills in leadership and collaboration
7. Utilizing assessment, evaluation, technology, and research to improve practice
8. Communicating effectively, in speech and in writing
9. Understanding issues surrounding law, policy, finance and governance, and
10. Establishing and enhancing professional identity.

Course Rationale

This course presents the foundations for the administration of student affairs programs in postsecondary education. The course will include discussion of the services and programs offered by the student affairs profession, and examine the organizing principles used in the profession.

Like all courses in the program in Student Development Administration, this course will incorporate the major programmatic themes of the broader program: understanding student clientele, understanding and fostering diversity, ethics and values, and environment and culture.

Course Goals

To enable students to explore and articulate the principles that will guide their work as administrators in programs to enhance the development of students.

To focus on understanding contemporary students.

To understand how research can assist colleges to identify key issues faced by the students at their institutions.

To explain the goals, philosophy, history, culture, and organization of student affairs programs in higher education.

To articulate some of the many ways in which institutions can enhance the development of their students through systematic programs, both inside and outside the classroom.

To explore how student services functions can and should vary according to student constituency, type of institution, and departmental purpose.

To enhance the ability of students to work in teams.

Course Requirements

Readings:

Students should read all assignments prior to the class session for which they are listed. Much of the class will draw on students' responses to materials in the required readings. Not all readings will be discussed completely in class; that does not mean they should not be read thoroughly.

Class Participation:

Class attendance and participation are crucial to a successful class. Students are expected to prepare for class in advance, reflect on the assigned material, and participate actively in class discussions.

Class participation will be peer reviewed by students in the class according to criteria discussed by the class.

Participation in the team project is considered a form of classroom participation and will be factored into the course grade.

Students who miss more than two class sessions will need to complete additional assignments, or receive a maximum grade of "C" in the course. Exceptions for verifiable emergencies may be granted at the discretion of the instructor.

Students are asked to silence their cell phones during class and to refrain from emailing, surfing or texting during class. Students who use any technology for non-class activities during class may be asked to leave the class.

Student Affairs Archetype Project

Students in this course will be divided into project teams to explore the ways in which differences in institutional type affect the practice of student affairs administration. During the course of the quarter the project teams will work both separately and collectively to produce inter-related assignments that are intended to reveal the richness and diversity of how student affairs is practiced in several archetypical institutions. The goal of this assignment is generating understanding of how the practice of student affairs may vary significantly from one type of institution to the next. Indeed, even those institutions within each type vary tremendously in how they are organized and what they are trying to do to contribute to the academic enterprise.

Students may choose a project team, according to guidelines specified by the instructor. Each team will complete course assignments using the archetypical institutions as a source.

The assignments are:

1. Analyze institutional and student affairs mission statements;
2. Analyze the organizational charts of the institutions and their student affairs components;
3. Identify and describe the demographics of their student populations;
4. Critique the web sites and web-based services of each department within the student affairs divisions;
5. Interview professionals from the campus about the nature of student affairs work in that institution;
6. Describe the efforts of the institutions to diversity the student populations of their institutions and to hire diverse staffs; and
7. Although many pieces of this assignment will be collected throughout the quarter, a culminating report about each institution will be submitted on November 28. Each team should collect such other information as the project team feels is necessary to paint a complete and realistic picture of the practice of student affairs administration on that archetypical campus. The report format is not prescribed, and may vary by project team. All reports, though, should include a section discussing the perceived strengths of each student affairs organization and the challenges each archetypical institution faces in trying to accomplish its mission. Each report must be submitted in proper APA format and include references. Please limit these reports to 30 pages.

The following institutions were utilized for this assignment in 2011:

The Evergreen State College
Highline Community College
Seattle University
University of Puget Sound
University of Washington

Instructions for contacting each institution will be discussed in class.

As you interact with professionals on the campus you are assigned, please remember you are representing Seattle University and the SDA master's program, and treat this as you would any important professional obligation. As a beginning of what this means, be on time for all appointments, be professionally attired, be polite, and send thank you notes immediately after visiting with any professionals on these campuses. Be organized for the entire quarter when you schedule your first meeting in order to minimize the time you need on each campus. Please do not overextend your welcome. That said, have fun with this! It should be an exciting foray into the real world of student affairs!

Student Affairs Interview:

Student development in the academy is greatly influenced by professional student affairs staff, their responsibilities, and their attitudes toward student learning and development. To illuminate this, students are to select and interview a student affairs professional regarding that person's work, including his/her principles, goals, and philosophy of student affairs. Students should choose a professional staff member at the same institution they are studying as part of the archetype project. Guidelines for this assignment will be discussed in class.

The interview should address how student affairs professionals perceive the nature of their work in the learning community and their role at their institutions; how they understand and perceive student affairs at their institutions; the role of institutional politics; and how successfully student affairs and academics collaborate in furthering the institutional mission at their institutions. Students will concisely summarize their interview results and will conclude with their own thoughts on what they learned about student affairs from this assignment. Student reflections will be a focus of class discussion on the day this is due. APA format is not required for this assignment.

After you have selected a person to interview, and that person has agreed, please immediately email your team the name of the person. Please read these emails as you receive them and do not contact a person already being interviewed. Please do not attempt to interview someone by email for this assignment. Students who would like assistance identifying an interviewee for this assignment should contact the instructor for assistance.

Student Affairs Research:

A hallmark of any professional is staying current by reading and applying the literature in the field. There are many journals related to student affairs that publish research.

Sources for research journals in the field include the Council for the Advancement of Standards in Higher Education (CAS): <http://www.cas.edu/> (click on Associations, then the individual association to reach their journals). Many journals are now online. Some can be found at studentaffairs.com.

Students are asked to read research articles of interest to them throughout the quarter. Students will periodically have the opportunity to share their research articles with the class, but no write-ups of them are required.

Case Studies:

There will be two “case studies” discussed in this class. The case studies will be mutually constructed and analyzed by the instructors and the students. The week before they are discussed, the instructor will present a general outline of the case. Then, during the following week, students should review the literature of the student affairs or general higher education fields for relevant research and other published material, such as news stories, essays, or position papers that will bring perspective to the cases. Students should post at least one of these per case, on the threaded discussion site set up for the cases.

Postings about the literature on the Angel site should consist of an APA citation, and approximately one paragraph about why the reading is relevant to understanding the case for the week. These are due by 5:00 p.m. on the Tuesday before each class during which the cases will be discussed.

In order to add depth to our class discussions, students are expected to read their classmates’ postings before coming to class.

Class discussion will consist of an attempt to illuminate the importance of the cases to the practice of student affairs administration, the understanding enhanced by the literature discovered by the students during the week, and implications for future practice in the field.

Final Creative Project:

The final assignment is a creative project wherein students will attempt to articulate their evolving philosophy of student affairs and their principles as student affairs professionals. Referencing the knowledge base of the course, students should attempt to include in their projects those principles of the student affairs profession they believe are the most significant for the profession and for them personally.

Dr. Tim Wilson has prepared questions to guide students in their preparation of their personal philosophy. They are reproduced below in order to stimulate you in thinking about the content of this assignment:

Perspectives on the Nature of Education and Your Role in it

In your opinion, what is the purpose of education? Why do you feel this way and what informs your opinion?

In your opinion, what is the purpose of student affairs in higher education?

Understanding that the demographic characteristics and learning preferences of college students are constantly in flux, what strategies should student affairs educators employ to “reach” students?

Perspectives on Your Role as an Educator

Given the nature of our profession, how do you believe student affairs educators best contribute to the aims of education? Does the type of institution alter the way in which we contribute? How?

In your experience, what are the best methods for teaching student affairs subject matter? Why?

Because the vast majority of college students are legal adults, they are entitled to make their own decisions on a variety of developmental matters. What role should a student affairs educator play in helping students enhance their comfort level with personal development issues such as an appreciation of and engagement with diversity, wellness, spirituality, etc.?

Given what Kuh, et. al. (1995) articulated in *Reasonable Expectations*, what do you believe student affairs educators and students should reasonably expect from each other in 2012?

Perspectives on Student Affairs Educators as Professionals

A commitment to lifelong learning is a key element of success in any profession. What does lifelong learning look like for you? How is it facilitated? How much—if any—of your learning should be self-directed?

What distinguishes student affairs professionals from other educators within the academy?

Our collaborative work as crisis managers is critical because we are often at the epicenter of “storm-like” experiences in the lives of students and institutions. As an educator, how do you believe professionals in our field should help students weather the storms and make meaning of them?

As an alternative to the creative project, students may choose to do a traditional paper. If you choose to do a traditional paper as an alternative to the creative project, please use the questions above as a guide. APA format is required for this assignment, if a traditional paper is chosen.

This assignment is due the last night of class.

Student Evaluation

Totaling the points received on each of the assignments and applying the scale below will determine final letter grades. Instructor judgment will prevail in all borderline grading decisions.

Those assignments that are to be completed in your archetype groups are noted with a **G**. All others are to be completed individually.

<u>Due Dates</u>	<u>Assignments</u>	<u>Points</u>
10/10/12	Student Affairs Interview Reports	15
9/19-12/05/12	Class Participation (peer reviewed)	10
9/26 and 10/24/12	Case study postings on the Angel site and quality of contributions to case understanding (5 each)	10
10/17/12	Web site and web-based services analysis due G	10
11/14/12	Diversity analysis due G	10
11/28/12	Group Archetype Project Due G	25
12/05/12	Creative Project or Final Integrating Paper	20
	Total	<u>100</u>

Late Work

Work submitted late will be assessed a penalty for each day it is late. The penalty will be 10 percent of the maximum points for that assignment per weekday late. This penalty may occasionally be waived for circumstances clearly outside of the student's control.

Grading Scale

100-95 = A	91-88 = B+	79-78 = C+
94-92 = A-	87-83 = B	77-73 = C
	82-80 = B-	72-70 = C-

Instructor Judgment in Grading

Passive attendance, persistent tardiness, lack of adequate preparation and/or lack of verbal contributions to entire class discussions on a regular basis may result in the lowering of your course grade by the instructor.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC INTEGRITY POLICY, which includes the issue of plagiarism:

As this course is part of a curriculum that prepares people to become professional educators, academic honesty is a sacred value. Consequently, students who violate the university's Academic Integrity Policy (including plagiarism) will be subject to a failing grade in this course. Students in the SDA master's program may also be placed on probation or dismissed from the master's program.

The Academic Integrity Policy of the university is available using the following URL, which opens a College of Education web page where there is a hotlink to the policy document with the name "Academic Integrity 2011-3":

<https://www.seattleu.edu/registrar/Policies.aspx>

Academic Grading Grievance--Procedure for Challenging Course Grades:

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

A copy of this academic grading grievance policy and procedure document can be using the following URL which opens a College of Education web page where one can access the document through a hotlink named "Academic Grading Grievance 2004-07":

<https://www.seattleu.edu/registrar/Policies.aspx>

Professional Conduct Policy

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the Professional Conduct policy can be found using the following URL which opens a College of Education web page where there is a hotlink named "Professional Conduct 2011-2":

<https://www.seattleu.edu/registrar/Policies.aspx>

SDAD 577: FOUNDATIONS OF THE STUDENT AFFAIRS PROFESSION
FALL, 2012
TENTATIVE SCHEDULE

Dates	Themes	Readings	Assignments Due
September 19, 2012	Each student is unique; establishing our learning community	Syllabus	
September 26, 2012	Being a “student of students”; case study #1 (whose domain is “out-of-class learning”?)	1937 & 1949 SPPOV; Hirt, Ch. 1	Case study #1
October 3, 2012	Jesuit education and student affairs	Stringer & Swezey (Angel); Hirt (M&S); 1 or 2 Hirt chapters to be assigned	Bring S.A. org. chart & mission statement from archetype institution
October 10, 2012	Student affairs organizational models; research in student affairs; analyzing journals	Kuk (M&S); Hirt, ch. 6	Student affairs professional interview due
October 17, 2012	Millennial students; web site critiques	Levine & Dean (entire)	Demographic data due; web site critiques due
October 24, 2012	“Student development” as an integrating concept; professional ethics; case study #2 (guns on campus)	Dalton et al (M&S); Kezar (M&S); Freire (handout)	Case study #2
October 31, 2012	The real lives of student affairs professionals; in box exercise		
November 7, 2012	NASPA Regional in Hawaii—No Class		
November 14, 2012	Professional associations in Student Affairs; diversity in student affairs	Evans & Ranero (M&S); Hirt, ch. 8	Diversity analysis due
November 21, 2012	Thanksgiving Break—No Class		
November 28, 2012	Group projects; student health and wellness;	Dunkle & Presley (M&S)	Group projects due
December 5, 2012	Class Celebration	McClellan & Stringer (M&S); Komives & Carpenter (M&S); Hirt, ch.9	Creative project (professional philosophy) due