

NORTH DAKOTA STATE UNIVERSITY
EDUC 741: Higher Education Student Affairs and Enrollment Management
Course Syllabus – Summer 2012
3 Credit Hours

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NDSU Bulletin Description of Course

The purpose of this course is to teach about the role of student affairs professionals in schools, colleges, and other educational organizations, including recruitment, selection, orientation, development, compensation, and evaluations.

Prerequisite(s)

Admission to doctoral program and/or instructor approval.

Course Description

The course explores the fundamentals of the student affairs profession in postsecondary education within the United States. The course introduces students to the historical and foundational philosophies of the profession, examines the variety of roles and functions of student affairs professionals on college campuses, and seeks to develop an understanding of the nuanced relationship between theory and practice. This is a graduate level course of study with commensurate expectations (i.e., this is not intended to be a purely introductory course).

Course Learning Objectives

Upon completion of this course, students should be able to:

1. Identify and explain historical and philosophical influences that shaped the development and evolution of the student affairs profession within U.S. postsecondary education;
2. Describe the purpose, organization, roles, and functions of student affairs, including the profession's relationship to the academic community;
3. Display a foundational understanding of the nuanced relationship between theory and practice in student affairs;
4. Demonstrate an understanding and appreciation for how student differences can influence development during the college years; and
5. Explain the role of the professional literature and various professional associations and standards as contributors to continuous professional development.

Required Sources

American Psychological Association. (2001). *Publication Manual of the American Psychological Association, Fifth Edition*. Washington, DC: American Psychological Association.

Schuh, J., Jones, S., Harper, S, and Associates (Eds.). (2011). *Student Services: A Handbook for the Profession, Fifth Edition*. San Francisco: Jossey-Bass.

Additional Readings: The above texts are only intended to provide an introduction to the topics covered in the course. Additional readings will be posted in the Course Content section of BlackBoard each week and we will continue to construct a suggested reading list, including recent research.

Style of Teaching

Conducted as a seminar course, most of the class sessions will be an in-depth discussion of the readings within the context of student and instructor research and practice, supplemented with individual and group activities, both in and out of class. These discussions will be based on student-generated concerns and responses to focus questions developed by the instructor on the content of the course.

This course is structured so that you have the freedom to learn as deeply and as broadly as you choose. You will have an opportunity to continue to improve any professional product you are developing for this class. Negotiation for group work is welcomed, but must be pre-planned with the instructor and will entail additional requirements to ensure equal effort is required.

Course Format

The course will be taught primarily face-to-face using the IVN system and will also be supplemented with out of class work and online work using Blackboard and Wimba Classroom. Additionally, course readings will be posted on Blackboard, and all assignments are expected to be submitted using the Blackboard digital drop box as described below.

IVN Broadcast and Video Streaming

This course serves students across North Dakota, Minnesota, and beyond. Therefore, live videoconference connections (IVN) are provided to students in remote locations. By attending this course, students imply consent for their image and voice to be recorded and broadcast via IVN and online video-streaming for later playback. Class recordings are streamed live and will be maintained for at least one week. Recordings can be accessed online at <http://alt.ndus.edu/> under "Quick Links" and then "Streaming Link." The password to access the course recordings will be provided by the instructor upon request. Use of class recordings are for the sole use of participants in this course and recordings should not be distributed in any format beyond course participants without consent of the instructor in accordance with the NDSU Student Handbook, guidelines for the use of intellectual property, and copyright law.

Those attending this class at an off-campus site are responsible for arriving 5-10 minutes before the start of class to participate in the technical roll call. This ensures equipment, audio, and video are functioning properly when class begins. Should you experience difficulties during the class, please call the host site at (701) 231-8523. You should also ensure that you know how to mute/unmute the microphone, maneuver the camera, and how to restart the equipment if asked to do so.

Course Website

A course website has been created on the Blackboard learning system. You can log in to Blackboard at: <http://bb.ndsu.nodak.edu>. The most current version of the course schedule will be maintained on this site, so it is important that you check the site regularly. You will also be responsible for announcements and assignments made available via Blackboard and will be required to submit assignments to this website for instructor feedback and grading. ***The instructor is only responsible for grading assignments that are submitted properly through the Blackboard digital drop box by the deadline listed in the syllabus.*** You will also be able to access a number of other potentially useful resources such as internet links, copies of course documents and other resources, and a Wimba classroom.

Course Learning Opportunities

I. Attendance and Participation

Expectation: As attendance in graduate level courses is necessary for collaborative learning to occur, you are expected to prepare for and attend all class sessions and to actively participate in class discussions. Should you find an extreme circumstance that prevents you from attending class, arrangements must be made before class begins. Appropriate make-up work, as determined by the instructor, is mandatory or any absence will result in one letter grade lower than the grade you normally earned. While this will typically include watching the course video stream if available, this will be only a partial fulfillment of the make-up work for the missed class. ***Missing more than two class sessions, even with completion of required make-up work, will result in a 10% deduction of the final grade you otherwise earned.***

Expectation: Preparation for each session includes an integrative reflection of the assigned readings (Lesson) and a question to pose for discussion (Puzzle). These will be written (no more than two, double-spaced pages in total) and turned in at the end of each class session for credit.

Format of Lessons: For each lesson learned, you should quote from the textbook or journal article the section of text that includes the lesson. In one or more paragraphs, you should discuss **in your own words** (1) why this lesson is the most important one gleaned from the material, (2) what that lesson means to you, **and** (3) *why that lesson is important to your field of study or practice*. Appropriate APA citation of quoted versus paraphrased material must be used, though required course readings do not need to be listed in a reference list.

Format of Puzzles: For each puzzle, you must identify (1) pertinent issues omitted by the authors, (2) key research remaining to be done, **or** (3) concepts or methodologies that require clarification not included in the textbook or journal article.

The “Lessons and Puzzles” assignments will be graded as high pass (✓⁺, 100% credit), pass (✓, 90% credit), low pass (✓⁻, 80% credit), very low pass (–, 70% credit), or unacceptable (X, no credit), and in total will comprise 20% of your course grade. You have the opportunity to rewrite any of your “Lessons and Puzzles” assignments within one week of the discussion should you find ways to improve your work after the discussion.

Expectation: Each class meeting, at least one student will be randomly selected to summarize the assigned reading(s) for the week at the start of the class period. As such, you are expected to sufficiently comprehend the readings to be able to provide a coherent, 10-15 minute overview of the material if you are selected.

Invitation: As you consider the wide range of possibilities for understanding student affairs in various integrated ways, you are invited to bring in relevant topics, cognitive connections, or articles of new knowledge and understanding to present to the class members. This is not graded but is a necessity for collegiality, collaboration and other professional skills of researchers and practitioners in education.

II. Demonstration of Competencies Learned (Breadth of Content)

Expectation: You are expected to develop an informal theory about college students before your beliefs are shaped by your exposure to the formal theories and models in this course. ***Please complete this project prior to any assigned readings for the course.*** Your informal theory should provide an introduction of yourself, addressing your interests, experiences, and aspirations in student affairs, and anything else you would like to include that is appropriate for an academic assignment. As you develop your informal theory, it may be helpful to reflect upon the following items in relation to your own undergraduate experience: 1.)

In what ways did you differ as a senior in comparison to your memories of yourself as a first-year student?; 2.) What experiences (in and/or out of the classroom and the larger college environment) helped to shape these changes?; and 3.) What conclusions would you draw in summarizing the student development journey of your own college experience that might serve as “generalizable” lessons about how students learn, develop, and grow? It may also be helpful to reflect upon changes that you have observed among other undergraduate students, particularly if your own undergraduate experience was too long ago or was particularly unusual. This informal theory paper, which should be approximately three to five pages in length, is due on May 22nd and will constitute 10% of your total course grade.

Expectation: You are expected to complete a voice project in which you view course material from a different perspective than your own. Through this project, you will consider course readings and discussions from the vantage point (or voice) of another individual who comes from a background different from your own as a means to more fully explore your own beliefs and views as well as those of others. Your voice journal may be maintained in whatever format you choose, such as an online blog, a 3-ring binder, a scrapbook, or a journal to be submitted electronically. Creativity on this project is encouraged!

Your voice project should include a dated sequence (i.e., at least once a week for eight weeks) of reflective notes and summaries of a variety of readings, references, experiences, and observations from the perspective of your voice. Your language should typically be informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course. A full project description with more details is available in the Course Content of BlackBoard and a supplemental journal article on the project is available on BlackBoard with the content for the first week. The voice project is due on July 3rd and will constitute 20% of your total course grade.

Expectation: You are expected to submit a summative evaluation portfolio that represents your best work on the course projects. This integrated portfolio should include an introduction section in the form of a reflection statement (described below) and separate sections consisting final drafts of your personal theory paper, student development theory presentation and notes/handouts, philosophy of student affairs administration, your culminating project, and your voice project. The final section should include the course grade expectations sheet along with a detailed justification of the grade earned on each project that discusses any major revisions to projects after receiving feedback from the instructor or others. Your final portfolio should be submitted to the instructor upon completion of the course (to occur no later than July 31st) and will be evaluated according to criteria presented in class. [Note: Due to the instructor’s travel schedule, any portfolios submitted after July 19th must be submitted electronically.]

Expectation: You are expected to complete a reflective essay at the completion of the course in the form of the introduction to your final product evaluation portfolio, which should address each of the following:

- The course description and objectives;
- The overall content of the course;
- The significant authors or resources you examined, including citations and references;
- The assignments you completed;
- The significance of the course to your degree program, work experience, and/or professional goals;
- How your views of student affairs evolved during the course or why they didn’t evolve;
- The strengths and limitations of the submitted work, including how you might change them later;
- How/why you changed your products as a result of instructor feedback and/or self-reflection; and
- What this portfolio as a whole reveals about you as a learner.

This reflective essay should be submitted at the conclusion of the course (to occur no later than July 31st) and will constitute 5% of course grade.

Invitation: You are strongly encouraged to solicit professional input and feedback from others when completing all products for this class. In other words, fully utilize your colleagues (including fellow students and the instructor).

III. Demonstration of Integrative and Creative Thought (Depth of Content)

Expectation: You are expected to develop a personal statement that identifies your beliefs about the student affairs profession. The purpose of this statement is to apply the content of the course and any other related scholarship that will strengthen your argument to articulate aspects of your own philosophy of student affairs administration, grounded in your own values and in foundational and scholarly perspectives that have shaped the field. While you have the freedom to select any format that you would prefer, the philosophy should be at least two, but no more than four, double-spaced pages. Possible questions to address include:

1. What is student affairs, and what is its primary purpose?
2. What is the appropriate role of student affairs professionals?
3. Who do student affairs professionals serve, and how do they best serve them?
4. What organizational arrangements will best facilitate such efforts?
5. What is known about student learning outside the classroom and how can such learning be maximized?
6. How does the role of student affairs relate to the academic mission of the institution? How does it differ from the academic mission?
7. What is the role of student affairs in advancing equity and diversity on campus?

If you do not see yourself as a student affairs practitioner, consider these questions in the broadest sense as you think about the profession and how it relates to the larger higher education community. Your philosophy statement should be well-supported by the literature and will be evaluated on completeness, organization and coherence, use of supporting literature, and writing proficiency. Your completed philosophy of assessment statement is due on June 19th and will comprise 15% of your course grade.

Expectation: You are expected to prepare a presentation concerning a formal student development theory, or group of theories, of particular professional interest. These presentations will ultimately build a collective awareness within the class of the diverse range of theories considered within the broad field of student affairs. Your theory presentation will include a 15-minute oral presentation and the development of a 1-page, double-sided handout to be distributed (electronically) to your classmates and the instructor prior to delivery of your presentation. You are encouraged to use innovative and creative ways for communicating your understanding of the theory or theories, but remember that creativity in presentation format does not necessarily mean informal. It is possible to conduct a formal presentation that is interactive, creative, and fun. The handout should include information on the particular theory or group of theories adapted from scholarly literature such as an overview of the theory and resources for more information. Topics for the theory presentations will be selected during the second week of class. Your formal theory presentation, with the accompanying handout will be due on June 5th or 12th (depending upon the topic) and will comprise 10% of your course grade.

Expectation: – You are expected to develop a culminating project for this course that demonstrates the breadth and depth of your knowledge regarding student affairs. While you will be given a wide degree of latitude to make this project both personally and professionally relevant, you are encouraged to choose from one of the following options. Additional project options may be negotiated with the instructor by the end of the third week of the course. The culminating project is due on July 17th and will constitute 20% of your total course grade.

Option A: You are expected to develop a **literature review** based on your interest in practice (*Master's and Ed.D. students only*) or theory (*any students*) in student affairs to demonstrate your ability to locate and

synthesize student development literature related to real-world issues. Literature topics may include, but are not limited to, a particular group of college students, an important issue or challenge related to student affairs, such as alcohol use, academic honesty, race relations on campus, or leadership development, or another facet of student development explored in the class about which you want to learn more.

The review should include at least 12 original sources from scholarly mediums beyond the course. You may include non-scholarly sources such as websites and media, but they will not be included in the number of required sources. Your paper should be 15-20 pages long and include, at a minimum: a) a statement and description of your topic, b) a synthesis of the literature you located, c) a summary of what the literature reveals about your topic, and d) your recommendations for what research still needs to be done in this area to address your topic.

Option B: You are expected to develop a **research proposal** based on your interest in practice (*Master's and Ed.D. students only*) or theory (*any students*) in student affairs to demonstrate your ability to conduct original research on real-world student development topics. Research topics may include, but are not limited to, a particular group of college students, an important issue or challenge related to student affairs, such as alcohol use, academic honesty, race relations on campus, or leadership development, or another facet of student development explored in the class about which you want to learn more.

The proposal should include at least 12 original sources from scholarly mediums beyond the course. You may include non-scholarly sources such as websites and media, but they will not be included in the number of required sources. Your paper should be 15-20 pages long and include, at a minimum: a) a statement and description of your proposed research topic, b) a synthesis of the literature you located, c) a statement of the problem that you intend to address, and d) your proposed research method, including data collection and analysis necessary to address your topic.

Option C: You are expected to choose a theory or theories we have explored during this course to experience the complex interplay of abstract, formal theories and the particular thoughts and experiences of students in higher education. Choose one theory to study in depth, interviewing three different students, or choose one student to study in depth using three different theories. You must consult at least one primary source beyond the course readings for the theory or theories you use.

Your paper should be 15-20 pages long and include, at a minimum: a) a description of the fundamental ideas of the theory or theories you utilized, b) how you assessed the development of the student(s), c) your tentative conclusions about the development of the student(s), d) a critique the theory or theories, including the aspects of the theory or theories that best explained the student(s) and what limitations or challenges you found in the model(s) you used. Your conclusions must be directly linked to the specific theory or theories you utilized in this paper.

Note: For this third option, it is critical that you protect students' confidentiality. Nobody (including me or your fellow students) should know who you interviewed and you should not interview someone with whom you are already well acquainted (or with whom you work closely). *You should conduct face-to-face interviews.* When arranging the interview(s) and again when you conduct the interview, explain the project to the student(s), inform the student(s) about confidentiality, and tell the student(s) that it is okay to not answer a question or questions. If a student discloses something to you that worries you (e.g., you're concerned for the safety of the student or another) please consult with me. If you wish to record the interview, recordings must be destroyed at the conclusion of the course. Finally, if you might want to disseminate your results beyond the course project, you will be expected to first obtain IRB approval. The instructor will gladly work with you if this is appropriate or necessary.

Invitation: You are strongly encouraged to select a final/culminating project that is both personally and professionally meaningful, including projects that can be used as the basis for future research or other productive, scholarly endeavors. Should you wish to pursue the project after the conclusion of the course, including presenting or publishing the results, the instructor will provide additional guidance and feedback upon request.

Grading and Other Important Details

- **Course grades can be calculated as follows:** An A is 92% or above of all possible points with no absences, high quality work and thinking, and consistent contributions to each session, a B is 84 to 91%, a C is 76 to 83%, a D is 68 to 75%, and an F is less than 68% of all possible points and typically indicates a semester in which you didn't have the time or energy to devote yourself to learning the depth and breadth of the course topics. The specific contribution of each requirement to the grade is as follows:

<i>Product</i>	<i>Due Date</i>	<i>Value</i>
Lessons & Puzzles	Weekly	20
Informal Theory Paper	5/22/12	10
Student Development Theory Presentation	6/05/12	10
Student Affairs Philosophy Statement	6/19/12	15
Voice Project	7/03/12	20
Culminating Project	7/17/12	20
Course Reflection Paper (Portfolio Introduction)	7/31/12	5
Grade Expectation Sheet	7/31/12	0

- All of the assignments in this course are designed to assess the mastery of the course objectives. If you have questions how any assignment relates to the course purpose or objectives, please ask the instructor.
- ***Out of respect to the instructor and other students in the class, assignments are due at times specified on the syllabus or as extended by the instructor.*** (Note: The instructor will not modify assignment deadlines to be earlier than stated on the original syllabus without unanimous consent of all participants in the course.) Unless otherwise specified, assignments are due by the start of class (7:00 p.m.) and any assignment time-stamped after that time, even by a minute, is considered late. All assignments should be submitted through Blackboard's "submit assignment" link. ***Except in the case of a verifiable emergency, assignments will lose 20% of their point value per calendar day late.*** In the case that an assignment is submitted in multiple parts, it will be counted as if the entire assignment is submitted at the time of the latest time-stamp.
- Because all education professionals are expected to communicate well in writing, ***written assignments will be graded on their technical quality as well as content.*** All written assignments should be proofread carefully for spelling, grammar, and syntax. First drafts of assignments are rarely appropriate in graduate-level courses.
- Although self-evaluation and peer evaluation are a significant portion of your growth and development in this course, the instructor does final grading of the assignments. Upon the receipt of your Grade Expectation form, which will be after all other work for this class is fully complete, any inconsistencies between your expectation for a grade and the grade assigned will be discussed with the instructor.
- As the students in this course are typically working toward a Master's or doctoral degree in Education, the products utilized for assessment are intended to be authentic to the professional experience of such individuals after graduation. If you are not pursuing a graduate degree in education, or if the projects

developed for this course do not directly relate to your professional interests, the instructor will gladly work with you on an individual basis to develop products that will be meaningful to your professional goals. Any substituted course products must require similar levels of student effort and an agreement between the instructor and student must be finalized, in writing, by the end of the third week of the course.

- Use a realistic estimate when predicting the time you will need to complete the course activities and requirements. Although the option of taking an incomplete (“I”) is available to you at the end of the semester should you encounter an emergency or other unexpected events, it may mean that you will receive one letter grade decrease in your course grade.

If you find that you are falling behind or are experiencing difficulty in completing course assignments, please discuss the situation with the instructor as soon as possible so that mutually-negotiated accommodations can be made that will enable you to fulfill the requirements of the course and to avoid having to take an incomplete. University policy dictates that incomplete grades can only be given if at least two-thirds of the course requirements have been completed by the end of the grading period.

- In an effort to create a psychologically secure environment, students are expected to exhibit professional behavior and a scholarly disposition. Discussions and questions take place in an atmosphere of collegial exchanges. Teamwork and collegiality is a part of shared learning and is therefore expected in throughout the course.
- As all work in this class is expected to utilize APA (*6th edition*) style, learn and practice it early.

Drop and Add Policy

The standard drop/add policy for classes will be followed as determined by the Office of Registration and Records (<http://www.ndsu.edu/bisonconnection/registration/policies/registration/>).

Intellectual Property Policy

Words and ideas are the intellectual property of the individuals who originated them. Thus, whenever you quote more than three words in sequence from any single source, you must enclose those words in quotation marks. Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., Fowler, 2009, p. 25). Include the complete citation of the source in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. Furthermore, failure to follow these procedures may be viewed as plagiarism and, thus, a violation of university policies that pertain to academic integrity.

Academic Integrity

All work in this course must be completed in a manner consistent with standards suitable to members of an academic community. The following specific policies apply:

- “Right and Responsibilities of Community: A Code of Student Behavior (2008, August) available from the dean of Student Life (MU 250) or on the NDSU Student Life website (http://www.ndsu.edu/fileadmin/studentlife/PDF_Files/CodeofStudentBehavior.pdf);
- The College of Human Development and Education’s Professional and Academic Honor Codes (http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE_Honor_Code.pdf); and
- NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.edu/fileadmin/policy/335.pdf>).

Notice: The instructor reserves the right to report academic integrity violations and assign a grade of “F” for the assignment or for the entire course as appropriate.

Religious Observances

Students have a right to expect that religious observances, practices, and beliefs will be respected and reasonably accommodated. Upon prior notification to the course instructor, students in this course will be excused from class or other scheduled academic activities to observe a religious holy days. Students will be permitted a reasonable amount of time to make up the material or activities covered in their absence and will not be penalized because of religious observances.

Students with Disabilities

Any student with disabilities or other special needs who requires accommodations to enhance learning and promote success in this course is invited to share these concerns or requests with the instructor as soon as possible. In many cases, accommodations can be arranged such that the learning experience of all students is enhanced.

Students Serving in the Military

Veterans and student soldiers with special circumstances or who are activated are encouraged to notify the instructor in advance.

Sexual Harassment

Please see the following link to review university policy and procedures regarding sexual harassment: (<http://www.ndsu.edu/fileadmin/policy/162.pdf>).

**EDUC 741: Higher Education Student Affairs and Enrollment Management
Tentative Course Schedule – Summer 2012**

Session	Topics	Readings & Due Dates
1 – May 15 th	Welcome & Introductions	None
2 – May 22 nd	Historical Foundations	Student Services, Chapters 1-4 (80 pp.) <i>Personal Theory Paper Due;</i> <i>Lessons & Puzzles Due Classes 2-9</i>
3 – May 29 th	Philosophical Foundations	Student Services, Chapters 5-7 (55 pp.) Student Personnel Point of View 1937 & 1949 (BB) Principles of Good Practice (BB)
4 – June 5 th	Student Development Theory	Student Services, Chapters 8-10 (pp. 72) <i>Student Development Theory Presentation</i>
5 – June 12 th	Other Theoretical Foundations	Student Services, Chapters 11-14 (63 pp.) <i>Student Development Theory Presentation (Cont'd)</i>
6 – June 19 th	Organization and Structure	Student Services, Chapters 15-18 (64 pp.) Organizing Student Affairs (BB; 20 pp.) <i>Philosophy Paper Due</i>
7 – June 26 th	Professional Competencies	Student Services, Chapters 19-22 (64 pp.) ACPA and NASPA Joint Competency Areas (BB)
8 – July 3 rd	Professional Competencies (Continued)	Student Services, Chapters 23-27 (83 pp.) <i>Voice Project Due*</i>
July 10	<i>NO CLASS</i>	None
9 – July 17 th	The Future of Student Affairs	Student Services, Chapters 28-31 (65 pp.) Professional Associations (BB) <i>Culminating Project Due*;</i> <i>Course Reflection & Grade Expectation Sheet Due*</i>

** Voice Projects, Culminating Projects, Course Reflections, and Grade Expectations are suggested to be due on the dates listed. However, they may be submitted electronically anytime up to July 31st. No work will be accepted after July 31st.*

Possible Changes in the Syllabus

This syllabus is your contract for production in the course. Any changes to the course will be announced in class and posted on the course website as soon as possible. No changes increasing requirements will be made without unanimous consent of the entire class as these might adversely affect your grade.