An Introduction to Student Affairs

CSA 501
The Pennsylvania State University
Mondays 9:05-12:05
Fall 2011

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Welcome to an Introduction to Student Affairs! This course is designed to provide an overview of the profession. Although the scope of the course is broad, there are opportunities for students to focus on their interests and learn about specific areas of student affairs.

This course uses Sanford’s psychosocial theory of challenge and support\(^1\) as the framework. Sanford asserts that optimal development occurs when both the challenge of the task and the support provided are high. The effort students will give to this course is high; you will work hard. In order to optimize your development as student scholar-practitioners, the instructors will provide significant support for your learning.

Upon completion of this course, students will:

• Identify historical factors that shaped the development and evolution of the student affairs profession within American higher education.
• Compare typical organizational structures of student affairs divisions across a variety of types of higher education institutions.
• Apply CAS standards to a functional area of student affairs.
• Clearly articulate the role of student affairs work in students' education.
• Explain student affairs' professional organizations and their purposes.
• Demonstrate reflective practices and discuss how he/she/ze uses reflection to develop academically and professionally.
• Apply APA guidelines accurately to written work.
• Understand the nuanced relationship between theory & practice

Mapping to the Learning Outcomes

The learning outcomes that are addressed in this class are:

1. Foundations of Student Affairs
   1.1.1 Knowledge of and ability to articulate historical, philosophical, and contextual foundations
   1.1.2 Knowledge of and ability to articulate contemporary issues in Student Affairs
   1.1.3 Knowledge of and ability to articulate role of Student Affairs
   1.2 Experience-based evidence of understanding of multiple functional areas within Student Affairs

2. Student Development and Outcomes
   2.1.3 Understanding of the characteristics of effective educational interventions
   2.2 Ability to apply theory to practice in both specialized and generalist areas
   2.3 Ability to apply theory to develop effective educational programs

3. Professional Competencies
   3.1.1 Experience-based evidence of management skills (projects, budgeting, marketing, legal issues, etc.)
   3.2.1 Demonstration of active listening skills
   3.2.2 Demonstration of empathy, integrity, and compassion in interactions with others
   3.2.7 Demonstration of leadership and teamwork skills
   3.3 Knowledge and demonstration of adherence to applicable professional ethical standards

4. Inter- and Intrapersonal Skills
   4.1.1 Demonstration of self-understanding and commitment to on-going development
   4.1.3 Demonstration of interest in and ability to learn about ideas and beliefs different than one's own
   4.1.4 Demonstration of self-management

5. Commitment to and understanding of issues related social justice
   5.1 Knowledge of existing systems of oppression (racism, sexism, ability, homophobia, etc.), how they influence students' experiences, and the role of advocacy in student affairs
   5.2 Evidence of integration of a social justice perspective in professional functions

6. Research and Assessment
   6.5 Knowledge of and ability to analyze and utilize multiple sources of data to reach useable conclusions
   6.6 Knowledge of and ability to credibly convey key findings/recommendations to stakeholders and constituents
Learning Activities
Students are assessed in this course through a series of academic and professional exercises known as learning activities. They are designed as a mechanism for students to improve their professional and academic abilities. Activity sheets are provided to help you understand their objectives as well as structural guidelines.

Grading
Learning activities are assigned a letter grade with a corresponding value. The value is then multiplied by the grading weight. This gives an “assignment value.” At the end of the semester, assignment values will be totaled and given a Final Total for the course. The grading scale is as follows:

- A 4.0
- A- 3.67
- B+ 3.33
- B 3.0
- B- 2.67

Re-writes
The instructors will try to decrease the subjectivity of grading by providing grading rubrics; however, our professional judgments of your work are inherently subjective. Therefore, any assignment with a B or lower may be rewritten and submitted for a revised grade. The revision must be within two weeks from the day papers were returned in class. The version with comments from the instructor must be included with the revision. A revised paper will not earn above A-. There may be times when the instructors require a student to rewrite a paper.

Readings
All readings are noted in the Course Outline. Students are responsible for completing the required readings in advance of the designated class session. Students will be well-served by reviewing the schedule of readings, scanning the readings and assignments carefully, and planning their time accordingly. In some cases, the assigned readings are relatively brief or readily comprehensible. In other cases, full comprehension will require additional time. You are to come to class prepared ready to discuss the readings.

Required Sources:


Optional Sources:


Useful/Interesting Websites

www.apastyle.org/index.html (APA style manual home page)
http://www.acenet.edu (American Council on Education)
www.naspa.org (National Association of Student Personnel Administrators)
www.acpa.nche.edu (Association of College Personnel Administrators)
www.chronicle.com (The Chronicle of Higher Education)
www.aahe.org (American Association for Higher Education)
www.ashe.missouri.edu (Association for the Study of Higher Education)
www.aera.net/divisions/j (Division J: Postsecondary Education of the American Educational Research Association)
www.Studentaffairs.com (a private site with excellent links, including instructions to sign up for listservs related to student affairs)
www.Higher-Ed.org (a private higher education resource site; links to many useful and interesting higher education sites)
http://owl.english.purdue.edu (Purdue Owl – very helpful site for writing papers)

• For more on grammar and writing:
  o Grammar Girl Quick and Dirty Tips for Better Writing:
    http://grammar.quickanddirtytips.com/
  o A table explaining various verb tenses:
    http://owl.english.purdue.edu/handouts/esl/esltensverb.html#pastpass
    http://www.insidehighered.com/ (Inside Higher Ed – useful on-line review of higher education news and job openings)
Academic Integrity
The Penn State University Faculty Senate Policy 49-20 states: "Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts."

Typical forms of academic dishonesty are plagiarism, fabrication of information (including citations), aiding others engaged in acts of academic dishonesty, and submitting the work of another person or work previously used in courses without informing the current instructor. Failure to provide appropriate citations of others’ work is plagiarism and therefore a violation of the academic integrity policy of the University. Please be sure to properly cite your source(s) when you include others’ ideas, sentences, or other materials in your papers. Violations of academic integrity will result in a grade of a zero (no credit) for the assignment and may result in additional sanctions as well.

All graduate students are responsible for understanding and abiding by Penn State University’s policies regarding academic integrity and student conduct. Students should seek clarification of definitions and policies if they desire more information. Please review policies posted on PSU’s Graduate College website. The APA Publication Manual also contains useful information.

For information on what constitutes plagiarism, visit the following website:
http://academicintegrity.cas.psu.edu/Plagiarism.html

Additional Information

Class Participation
Involvement in class discussion and in experiential activities is an important aspect of this course and a primary means for learning the material and related concepts. Class participation is also a means to help students (1) develop their own oral communication and listening skills, and (2) take an active role in their own learning. More importantly, you should continually take the knowledge you learn in your courses and apply it in a professional role, and vice versa. Your learning in this course will be richer by incorporating your practical experience. Class participation does not necessarily mean talking a great deal or “saying at least one thing” at each class meeting. This behavior may in fact detract from the class, from one’s participation, and from one’s learning. No additional points will be given for class participation because engagement is simply expected.
Note to Students with Disabilities
Penn State welcomes students with disabilities into the University's educational programs. Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with us so that appropriate accommodations can be arranged. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services, ODS, located at 116 Boucke Building at 1-814-863-1807(V/TTY). For further information regarding ODS please visit their web site at www.equity.psu.edu/ods. Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

Laptops
Using laptops in class to take notes is permitted, however using the internet in class is not. It is obvious when a student is disengaged with the class discussion and surfing the web. This will not be permitted.

Attendance
Because you are at the center of learning in this class, it is imperative that you attend. Students missing more than one class (excused or unexcused) should not intend to successfully complete the course.

Religious Observances
If a class meets on a holiday for you, please tell the instructors in advance.
CSA 501 Learning Activities
Grading Weights (%) and Due Dates

Personal Mission Statement (10%)
Monday September 10

Learning Reconsidered (15%)
Wednesday September 12

Learning Portfolio Assignment (5%)
Monday October 22 (Structure)
Monday December 10 (First year reflection)

Pillars of the Profession (10%)
Select Pillars – Monday September 10
Papers due - Monday September 24
Presentations-
  Monday September 24
  Monday October 1
  Monday October 8

Functional Areas Project (30%)
Select Partner/Presentation dates- Monday September 10
Interview Questions – Monday September 17
Interview Transcripts- Monday October 22
Paper- Monday October 29
Presentations:
  Monday November 5
  Monday November 12
  Monday November 26

Mid-Semester Evaluation (5%)
Monday October 22

Institutional Task Force Report (25%)
Assign groups- Monday September 17
Report due – Monday December 3
Presentation- Monday December 10
### Course Overview:

| August 27  
<table>
<thead>
<tr>
<th>Class 1</th>
<th>Overview of course, learning activities</th>
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| September 3  
<table>
<thead>
<tr>
<th>Class 2</th>
<th>NO CLASS – LABOR DAY HOLIDAY</th>
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| September 10  
| Class 3 | Foundations of the Profession  
|         | Historical Perspectives  
|         | **Readings:** Zhang – Chapter 2 (Student Affairs: An Historical Perspective)  
|         | Schuh, Jones, & Harper – Chapter 1 (Historical Overview)  
|         | Schuh, Jones, & Harper – Chapter 4 (The Development of Student Affairs)  
|         | Schuh, Jones, & Harper – Chapter 2 (Institutional Variety)  
|         | **Learning Activity submission:** Personal Mission Statement  
|         | Select Pillars of the Profession (in-class)  
|         | Functional Areas Project – choose partners |

| September 17  
| Class 4 | Foundations of the Profession  
|         | Methods of Inquiry  
|         | Introduction to the Library  
|         | **Readings:** Learning Reconsidered 2  
|         | NSA article  
|         | **Learning Activity submission:** Learning Reconsidered Analysis Paper – due *Wednesday September 12*  
|         | Prepare a 3-minute assistantship brief for presentation in class  
|         | Functional Areas Project – Interview Questions  
<p>|         | Institutional Task Force – Assign Groups |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topic</th>
<th>Readings</th>
<th>Learning Activity submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 24</td>
<td>Class 5</td>
<td>Foundations of the Profession</td>
<td>Philosophy, Ethical Standards, Professionalism</td>
<td>Pillar of the Profession Report</td>
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<td></td>
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<td><strong>Readings:</strong></td>
<td>Zhang – Chapter 1 (The Philosophical Heritage of Student Affairs)</td>
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<td></td>
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<td>Schuh, Jones, &amp; Harper – Chapter 5 (Philosophies and Values)</td>
<td>Schuh, Jones, &amp; Harper – Chapter 6 (Ethical Standards and Principles)</td>
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<td>Schuh, Jones, &amp; Harper – Chapter 7 (Ethical Standards of Professional Practice)</td>
<td>NASPA’s Standards of Professional Practice</td>
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<td><a href="http://www.naspa.org/about/standards.cfm">http://www.naspa.org/about/standards.cfm</a></td>
<td>ACPA’s Statement of Ethical Principles and Standards</td>
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<tr>
<td>October 1</td>
<td>Class 6</td>
<td>Student Development Theories</td>
<td>Schuh, Jones, &amp; Harper - Part 3 Introduction</td>
<td>Pillar Presentations (1)</td>
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<td><strong>Readings:</strong></td>
<td>Schuh, Jones, &amp; Harper – Chapter 8 (The Nature and Uses of Theory)</td>
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<td>Schuh, Jones, &amp; Harper – Chapter 9 (Psychosocial, Cognitive-Structural Perspectives on Student Development)</td>
<td>Schuh, Jones, &amp; Harper – Chapter 10 (Perspectives on Identity Development)</td>
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<td></td>
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<td>Schuh, Jones, &amp; Harper – Chapter 11 (Student Learning)</td>
<td>Schuh, Jones, &amp; Harper – Chapter 18 (Perspectives on Identity Development)</td>
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<tr>
<td>October 8</td>
<td>Class 7</td>
<td>Meeting the Needs of Today’s College Students</td>
<td>Zhang – Chapter 3 (Campus Climate &amp; Diversity)</td>
<td>Pillar Presentations (3)</td>
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<td><strong>Readings:</strong></td>
<td>Schuh, Jones, &amp; Harper – Chapter 19 (Multicultural Competence)</td>
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<td>Zhang – Chapter 8 (Multicultural Affairs)</td>
<td>Schuh, Jones, &amp; Harper – Chapter 18 (Multicultural Affairs)</td>
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<td><strong>Learning Activity submission:</strong></td>
<td>Schuh, Jones, &amp; Harper – Chapter 18 (Multicultural Affairs)</td>
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<td>Pillar Presentations (3)</td>
<td>Schuh, Jones, &amp; Harper – Chapter 18 (Multicultural Affairs)</td>
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<td>October 15</td>
<td>No Class – PCPA</td>
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<td>Class 8</td>
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| October 22 | Foundations of the Profession |
| Class 9    | Legal Issues |
|           | Policies - FERPA |
|           | Applying Foundations |

**Readings:**
- Schuh, Jones, & Harper Chapter 7 (Selected Legal Issues)
- Schuh, Jones, & Harper Chapter 25 (Conflict Resolution)
- Zhang – Chapter 7 (Student Conduct)

**Learning Activity submission:**
- Learning Portfolio
- Mid-Semester Evaluation
- Functional Areas Project Transcripts

| October 29 | The Structure of Student Affairs |
| Class 10   | Assessment and Evaluation |
|           | CAS Standards |

**Readings:**
- Schuh, Jones, & Harper – Chapter 18 (Assessment and Evaluation)
- Schuh, Jones, & Harper – Chapter 16 (Strategy and Intentionality in Practice)
- CAS Standards Prologue

**Learning Activity submission:**
- Functional Areas Paper

| November 5 | The Structure of Student Affairs |
| Class 11   | Organizational Systems |
|           | Resources |
|           | Relationships |

**Readings:**
- Schuh, Jones, & Harper – Chapter 12 (Organizational Theory)
- Schuh, Jones, & Harper – Chapter 13 (Campus Ecology and Environments)
- Schuh, Jones, & Harper – Chapter 28 (Academic & Student Affairs Partnerships)
- Zhang – Chapter 3 (From Admissions to Enrollment Management)
- Zhang – Chapter 12 (Student Financial Aid Practice)

**Learning Activity submission:**
- Functional Area Presentation (1)
<table>
<thead>
<tr>
<th>Date</th>
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<th>Learning Activity submission:</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 12</td>
<td>12</td>
<td>The Profession</td>
<td>Professional Competencies Areas of Practice</td>
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<tr>
<td>November 12</td>
<td>12</td>
<td></td>
<td><strong>Readings:</strong> ACPA and NASPA Professional Competency Areas for Student Affairs Pracitioners (2010). Joint Publication of ACPA and NASPA</td>
<td><strong>Learning Activity submission:</strong> Functional Area Presentation (2)</td>
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<tr>
<td>November 19</td>
<td>13</td>
<td>NO CLASS - THANKSGIVING BREAK</td>
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<tr>
<td>November 26</td>
<td>14</td>
<td>Institutional Task Force Presentations</td>
<td>Class time to work with your task force</td>
<td><strong>Learning Activity submission:</strong> Functional Area Presentation (3)</td>
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<tr>
<td>December 3</td>
<td>15</td>
<td>The Profession</td>
<td>Power &amp; Privilege</td>
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<td>December 3</td>
<td>15</td>
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<td><strong>Readings:</strong> Hooks - Teaching to Transgress</td>
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<tr>
<td>December 10</td>
<td>16</td>
<td>The Future of Student Affairs</td>
<td><strong>Readings:</strong> Schuh, Jones, &amp; Harper - Chapter 31 (Shaping the Future)</td>
<td><strong>Learning Activity submission:</strong> Institutional Task Force Presentations Learning Portfolio – First Semester Reflection</td>
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</tbody>
</table>