

**Department of Educational Leadership, Research & Technology (ELRT)
Western Michigan University**

EDLD 6510: FOUNDATIONS OF STUDENT AFFAIRS

Course Prerequisites: None

Credits: 3 hrs.

Class Meetings: Thursday, 6:00-8:50 pm

Class Location: Sangren 3308

Faculty Instructor: D. M. Talbot, Ph.D.

Office: 3424 Sangren Hall

Office Phone: 387-5122

E-mail: donna.talbot@wmich.edu

Office Hours: For appointment, email or call me directly. Dr. Talbot's regular office hours: M, 10 am-noon; W, 1-3pm; Thur., 1:30-5:00pm.

Course Description from WMU Catalog:

This course is designed to introduce students to: (a) the history and development of US higher education; (b) history and philosophical foundations of the student affairs profession; (c) the college and university settings where the profession is practiced; (d) professional development and professional organizations in the field; and (e) the skills and competencies necessary to be a successful professional in student affairs.

Program Goals and CAS Standards Addressed:

5a. Foundational Studies. This includes historical, philosophical, psychological, cultural, sociological, and research foundations of higher education that inform student affairs practice. The study of the history and philosophy of student affairs is an essential component of this standard.

Course Objectives:

1. To develop an understanding of the historical and philosophical patterns and organizational structures which have shaped the student affairs field and its practices.
2. To develop an understanding of major issues facing higher education and student affairs in the new millennium; special emphasis will be on understanding the changing student population.
3. To understand relationships among student affairs functional areas and other areas of the institution.
4. To become aware of and to develop the competencies needed as a student affairs professional:
 - to enhance one's ability to communicate clearly and effectively
 - to enhance one's skills of analysis and synthesis
 - to begin the process of self-assessment regarding one's own competencies
5. To become familiar with student affairs professional associations, ethics and responsibilities associated with the role of a student affairs professional.
6. To become familiar with the student affairs literature and your role as a "scholarly practitioner."

Required Materials:

APA Manual (5th edition)

Komives, S.R., Woodard, D.B., & Associates. (Eds.). (2003). *Student services: A handbook for the profession* (4th ed). San Francisco: Jossey Bass Publishers.

Reading Pack Online Reserve (Education Library in Sangren--password "Talbot")

Typical Methods of Delivery: Mini-lectures, Panels, Class Discussion, Collaborative Learning, Guest Speakers, Presentations, E-mail, Listservs

A note for students with disabilities: If you require any accommodation or services, please inform me and contact the Disabled Student Resources and Services (269-387-2116).

Additional WMU resource: Center for Academic Support Programs (<http://www.wmich.edu/casp/>)

Ethics Statement: *You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog (pp. 26-28) that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with the course instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.*

Course Environment and Expectations: My hope is that each of us will actively engage in the learning process, as well as challenge and support each other to take risks. My expectations for each of you are: that you complete all work in a timely fashion and with integrity; that you bring your whole self to class each week; that you participate actively and knowledgeably in class discussion; and that you feel free to raise questions, challenge what we read and discuss (respectfully), and listen carefully (even when the perspectives shared are not consistent with your own belief systems).

1. **Readings:** Students are expected to complete the readings as assigned prior to class.

2. **Class participation:** The class format will include in-depth discussions and presentations by all class members. Your involvement in class discussions/activities and your ability to integrate readings into class discussions are very important to your learning (and your grade). Additionally, you will be expected to “consider voices” different than your own throughout the semester.

In recognition of different learning styles and differences in the ways individuals participate, I will entertain alternative ways for you to “participate” in class; please set up an appointment if you want to discuss this option with me.

3. **Assignments:** Students will complete all assignments with integrity and in a timely fashion. Any form of plagiarism, including sloppy scholarship and citations, will not be tolerated. **All** written assignments will follow APA Guidelines (5th edition), with exceptions as noted in class. If you do not own a copy of the APA manual, copies are available in the bookstore.

4. **Evaluation:** Feedback is critical for our development as professionals. Therefore, you will receive regular verbal feedback from me, as well as your classmates. You will also be evaluated on written assignments, and presentations as follows:

- a) Class Participation (weekly): **15%**
 - b) Student Affairs Interviews (due October 2nd): **20%** graded
 - c) Professional Development Assignment (due November 6th): **20%** Cr/NCr
 - d) Critical Issues Paper (due November 13th^h): **25%** graded
- AND
- e) Critical Issues Presentations (due November 20th, or December 4th): **20%** graded

ASSIGNMENT DESCRIPTIONS

Naturally, you should follow APA guidelines (5th ed.) in preparing all your written assignments. This means that all papers should be double-spaced, should be paginated, should use non-sexist language, should have appropriate APA citations and references, etc. If the descriptions for these assignments are too general for you and you need a more detailed explanation, please ask questions in class and/or speak with me individually.

Class Discussions/Participation (every week)

Rationale: As well as writing effectively, student affairs and other professionals in higher education must be able to articulate their ideas clearly and effectively. Often times, student affairs professionals are expected to “think on their feet,” forming educated opinions and responding to challenges and crises.

Guidelines: The written assignments are minimal for a graduate level class; this is based on my belief that a large part of your learning will occur through stimulating class discussions on the readings and information presented by guest speakers. It is my expectation that everyone will participate in discussions by adding meaningful, relevant comments or asking probing, thoughtful questions. Sometimes an effective professional in higher education will notice a silent member who may have something important to add but is waiting for “the right opportunity” or for a “friendly invitation.” Class members (including myself) will give and receive appropriate challenges and feedback on behavior, perspectives, and comments.

***If speaking up in class is difficult for you, please come speak to me about alternative ways that you can “participate in class” so that your grade is not jeopardized.

Interview with Professionals who work in Student Affairs & Higher Ed (approx. 6-8 pages)

Rationale: One of the most common ways that we learn is through modeling. There are many student affairs practitioners and higher education professionals out there who love to talk about what they do--there’s even someone out there who has a position similar to one that you may want. That person is a valuable resource for you.

Guidelines: Select two student affairs/higher ed practitioners who have positions similar to one you think that you may want or have an interest in. Those people may be here at WMU, at one of the local institutions, or far away if you know of a professional at a distant institution (i.e. the interviews may be conducted by phone or by e-mail). First, discuss why you selected the people to interview. Find out about each person’s career path. What are some of the most important skills and competency areas required for their positions? What types of responsibilities/activities do they have on a regular basis? What are some of the drawbacks to their positions? What are some of the highlights? What are the major ethical dilemmas do they face in their positions? What professional organizations do they belong to? Ask any other questions necessary to help you have a better perspective on their roles in the institution? Does this still seem like a position you may want to have? Why or why not? Write up your findings as a paper (not “I said...” then “s/he said...”). **Due October 2nd.**

Professional Development Assignment

Rationale: Ethical and effective student affairs professionals recognize that their jobs are larger than one position/one institution. They also understand that students and knowledge about higher education are dynamic. Continuing education and professional development are the only ways to stay abreast of critical information and issues. Active involvement with professional associations is one way to address professional development needs.

Guidelines: This is an opportunity to connect (or reconnect) with professional associations that will assist you in your on-going professional development. You may fulfill this assignment by attending the MCPA or MMOGSISP Conference (or another student affairs/higher education related conference).

Attend educational sessions and bring back relevant information to share with the class (also turn in a 3-5 page paper on the information gained and how that may affect your practice as a professional).

I recognize that it may not be possible for all students to attend a conference this Fall [though it is highly encouraged], so you may also self-design (with the instructor's approval) another activity to complete this assignment. **Due on November 6th (or by arrangement with instructors).**

Critical Issues Paper and Presentation (approx. 12-18 page paper and a 30-40 minute presentation)

Rationale: Often times student affairs professionals are required to write memoranda or reports on various issues that are currently facing their institutions or administrative units. These reports can be for internal use only or they may also be distributed widely within and outside the institution if it is an issue that is critical to students and student development. Being able to develop a crisp, clear writing style that is informative but succinct is imperative! Sometimes, in an effort to change policy or develop programs, student affairs professionals need to research a particular topic quickly. The goal is to be able to ferret out "cutting edge" issues which potentially have an important impact on your institution--quickly research the most relevant and salient points around the issue--write a convincing and clear paper which presents your position and responds to some of the potential objections. One of the most common ways that cutting edge issues are communicated these days are through professional listservs and other electronic media. Using information gathered through cyberspace and using appropriate resources to support your argument/position on an issue are also important skills for student affairs professionals.

Guidelines: Keeping the above comments in mind, you will be randomly placed in a group of 4-5 students; as a group you must select one of the topics below by September 18th; these topics are overly broad. Your group must do some preliminary work to narrow the topic to a "presentable" issue that relates to student affairs. Run the topic by the instructor. *Take a position* on the issue and discuss it from *an informed perspective* using the assigned class readings, outside reading from the Chronicle of Higher Education and other higher education and student affairs journals. Don't be afraid to use personal interviews (of appropriate student affairs professionals) as a resource also. You must cite a minimum of 10-12 current resources (one or two foundational sources can be used if appropriate).

Topics: Parents, transfer students, decreasing state/federal financial support, LGBT students, crises/emergencies on campus, international students, technology, student athletes, and military students on/returning to campus.

[**NOTE:** You must inform me of your general topic by end of class on September 18th. All group members will receive the same grade for this assignment. It is up to you to monitor that all members of your group contribute "fully." Be warned that half your grade for this group project will include the average of grades submitted by each of your group members for your contributions and participation. Therefore, if you recognize that you are facing challenges as a group, please see me early so I can intervene; your whole group must seek my assistance.]

Paper is due on November 13th. Presentations will be given on November 20th & December 4th.

Class Schedule

(Subject to Change as needed)

Principles of Good Practice: <http://www.myacpa.org/pgp/principle.htm>

Student Affairs Competencies: <http://www.myacpa.org/au/governance/>

September 4 (1) Introductions. Overview of class and expectations, syllabus and assignments.

*Introductions

*Discussion of language and its impact on students

*The “pulse” of student affairs (Chronicle of Higher Education & other journals)

*Divide into *Critical Issues* groups

*Professional associations/professional development (MCPA, ACPA, NASPA, MI ACE, GSPSA)

I. Pedagogy of Student Affairs

September 11 (2) Historical Foundations & Evolution of the Profession.

Read: K&W: Historical overview of American higher education, pp. 3-22

K&W: Development of Student Affairs, pp. 65-88

K&W: Legal Foundations..., pp. 128-149

K&W: Organization and functions of student affairs, pp. 339-357

September 18 (3) Ethical standards and guiding principles of the profession.

*Groups must select *Critical Issues* topic by end of night

Read: ACPA’s revised ethical principles: <http://www.myacpa.org/ethics/>

K&W: NASPA Standards of Professional Practice, pp. 665-667

K&W: Ethical standards and principles, pp. 107-127

K&W: Professionalism, pp. 573-591

Carpenter: Philosophical heritage of student affairs, pp. 3-26

Question: What are the major differences between the ACPA and NASPA Standards for the profession? What does it mean to you to live by a Code of Ethics imposed by an external body?

September 25 (4) Understanding mission & the changing higher education environment.

Read: K&W: Institutional diversity, pp. 22-44

K&W: Many dimensions of student diversity, pp. 45-62

Chickering & Kytle: Collegiate ideal in the 21st century, pp. 109-120

Barr: Importance of institutional mission, pp. 25-36

Hamrick, Evans, & Schuh: Examining institutional mission, pp. 3-30

Class Assignment: Go online; find mission statements from two different types of institutions. Print out their mission. Have some sense of the size, type, region, and other significant attributes of the institutions. We will discuss missions in this context. Do the Divisions of Student Affairs at these institutions have their own mission statements?

II. Theoretical Bases & Roles in Student Affairs

October 2 (5) Theoretical bases.

Read: K&W: Student learning in higher education, pp. 234-268

K&W: Organizational Theory, pp. 269-296

K&W: Dynamics of campus environments, pp. 297-316

K&W: Nature and uses of theory, pp. 153-178 (read if you are not in EDLD 6530)

Due: Interview with Student Affairs/Higher Ed Professionals (6-8 pages)

October 9 (6) Competencies & Techniques of the Profession.

Read: K&W: Teaching, pp. 466-483

K&W: Leadership, pp. 447-465

K&W: Student success..., pp. 317-339

K&W: Conflict Resolution, pp. 525-538

October 16 (7) Competencies & Techniques of the Profession.

Read: K&W: Multiculturalism, pp. 423-446

K&W: Assessment & Evaluation, pp. 555-572

K&W: Counseling & Helping Skills, pp. 484-506

K&W: Advising & Consultation, pp. 507-524

October 19-21: MCPA Conference, Ypsilanti (Great Professional Development opportunity)

III. Functional Areas & Competencies in Student Affairs

October 23 (8) Competencies, Student Activities & Orientation

Guest Speakers: Chris Sligh, Director of SALP, & Staff

Read: K&W: Community Building & Programming, pp. 539-554

Kuh, Hu & Vesper: "They shall be known," pp. 228-244

Whipple & Murphy: Student activities, pp. 298-335

Overland & Rentz: Orientation, pp. 239-267

October 30 (9) Career & Academic Advising, Community Colleges

Guest Speaker: Ken Barr, Jr. (Career Advisor, Student Success Program,
Kalamazoo Valley Community College)

Read: Dougherty & Townsend: Community college missions, pp. 5-13

Helfgot: Core values and major issues, pp. 5-18

Hoff, Kroll, MacKinnon, & Rentz: Career Services, pp. 108-143

Habley: Current practices in academic advising, pp. 35-43

Reinarz: Delivering academic advising, pp. 210-219

November 6 (10) Residence Life & Judicial Affairs/Student Conduct

Read: Pascarella, Terenzini, & Blimling: "The impact...", pp. 22-52

Dannells & Lowery: Discipline and Judicial Affairs, pp. 178-217

Mullendore: The "Joint Statement...", pp. 5-23.

Schroeder & Mable: Residence halls..., pp. 3-21

Due: Professional Development Paper

November 13 (11) Specialized Institutions of Higher Education

Read: O'Brien & Zudak: Minority Serving Institutions, pp. 5-16

Brown, Ricard & Donahoo: Changing role of HBCU's, pp. 3-28

Boyer: An Overview of Tribal Colleges, pp. 27-42

Benitez: Hispanic-Serving Institutions, pp. 57-68

Due: Critical Issues Paper (approx. 12-18 pages)

November 20 (12) Minority/Multicultural Affairs & other issues

****Critical Issues Presentations***

Read: Sutton: "The role of the Office of Minority Affairs," pp. 33-39

Shuford & Palmer, "Multicultural Affairs," pp. 218-238

Peterson, Briggs, Dreasher, Horner & Nelson: "Contributions of...," pp. 67-77.

Sanlo: The LGBT Campus Resource Center Director, pp. 485-495

III. Looking at the Big Picture and to the Future of the Profession

November 27 Thanksgiving. No class. The Personal & the professional

Read: Roper: Relationships: The critical ties that bind professionals, pp. 11-26

Cooper et al.: "Professional development advice," pp. 396-404

December 4 (13) The Big Picture & Past/Current/Future Issues: Wrap-up and Course Evaluations

****Critical Issues Presentations***

Read: K&W: New Lessons from Research..., pp. 595-617

K&W: Shaping the Future, pp. 637-655

Anderson, Guido-DiBrito & Morrell, Factors that influence satisfaction..., pp. 99-110

Some Journals to Consult Regularly (useful for assignments):

General Journals:

Journal of Higher Education

Change

Educational Record

Chronicle of Higher Education

Journal of Counseling and Development

Community and Junior College Journal

Community College Review

Counselor Education and Supervision

American Educational Research Journal

Current Issues in Higher Education

Review of Educational Research

Student Affairs Journals:

NASPA Journal

Journal of College Student Development

Michigan Journal of College Student Development

Southern College Personnel Association Journal

College Student Affairs Journal

Functional Area Journals:

The Fraternity Newsletter

Student Activities Programming

Vocational Guidance Quarterly

Improving College and University Teaching

NACADA Journal

Bulletin of the Association of College Unions-

International

Online Reserve Readings for EDLD 6510:

- Anderson, J. E., Guido-DiBrito, F., & Morrell, J. S. (2000). Factors that influence satisfaction for student affairs administrators. In L. S. Hagedorn (Ed.), *New Directions for Institutional Research*, 27(1) (pp. 99-110). San Francisco: Jossey-Bass.
- Barr, M. J. (2000). The importance of institutional mission. In M. J. Barr, & M. K. Dessler (Eds.), *The handbook of student affairs administration* (2nd ed.) (pp. 25-36). San Francisco: Jossey-Bass.
- Benitez, M. (1998). Hispanic-serving institutions: Challenges and opportunities. In J. P. Merisotis, & C. T. O'Brien (Eds.), *Minority-serving institutions: Distinct purposes, common goals* (pp. 57-68). San Francisco: Jossey-Bass.
- Boyer, P. (1997). An Overview of Tribal Colleges. *Native American colleges: Progress and Prospects* (pp. 27-42). San Francisco: Jossey-Bass.
- Brown, M. C., Ricard, R. B., & Donahoo, S. (2004). The changing role of Historically Black Colleges and Universities: Vistas on dual missions, desegregation, and diversity. In M. C. Brown, & K. Freeman (Eds.), *Black colleges: New perspectives on policy and practice* (pp. 3-28). Westport, CT: Praeger Publishers.
- Carpenter, S. (2004). The philosophical heritage of student affairs. In F. J. D. MacKinnon & Associates (Ed.), *Rentz's student affairs practice in higher education* (3rd ed.) (pp. 3-26). Springfield, IL: Charles C. Thomas.
- Chickering, A. W., & Kytle, J. (1999). The collegiate ideal in the 21st century. In J. D. Toma, & A. J. Kezar (Eds.), *Reconceptualizing the collegiate ideal* (pp. 109-120). San Francisco: Jossey-Bass.
- Cooper, D. L., Miller, T. K., Saunders, S. A., Chernow, E., & Kulic, K. (1999). Professional development advice from past presidents of ACPA and NASPA. *Journal of College Student Development*, 40, 396-404.
- Dannells, M., & Lowery, J. W. (2004). Discipline and judicial affairs. In F. J. D. MacKinnon & Associates (Ed.), *Rentz's student affairs practice in higher education* (3rd ed.) (pp. 178-217). Springfield, IL: Charles C. Thomas.
- Dougherty, K. J., & Townsend, B. K. (2006). Community college missions: A theoretical and historical perspective. In B. K. Townsend & K. J. Dougherty (Eds.), *Community College Missions in the 21st Century [New Directions for Community Colleges, No. 136]* (pp. 5-13). San Francisco: Jossey-Bass.
- Habley, W. R. (2000). Current practices in academic advising. In V. N. Gordon, & W. R. Habley (Eds.), *Academic advising: A comprehensive handbook* (pp. 35-43). San Francisco: Jossey-Bass.

- Hamrick, F. A., Evans, N. J., & Schuh, J. H. (2002). Examining institutional missions (pp. 3-30). *Foundations of student affairs practice*. San Francisco: Jossey-Bass.
- Helfgot, S. R. (2005). Core values and major issues in Student Affairs practice: What really matters? In S. R. Helfgot & M. M. Culp (Eds.), *Community College Student Affairs: What Really Matters [New Directions for Community Colleges, No. 131]* (pp. 5-18). San Francisco: Jossey-Bass.
- Hoff, K. S., Kroll, J., MacKinnon, F. J. D., & Rentz, A. L. (2004). Career services. In F. J. D. MacKinnon & Associates (Ed.), *Rentz's student affairs practice in higher education (3rd ed.)* (pp. 108-143). Springfield, IL: Charles C. Thomas.
- Kuh, G. D., Hu, S., & Vesper, N. (2000). "They shall be known by what they do": An activities-based typology of college students. *Journal of College Student Development, 41*, 228-244.
- Mullendore, R. H. (1992). The "Joint Statement on Rights and Freedoms of Students": Twenty-five years later. In W. A. Bryan, & R. H. Mullendore (Eds.), *Rights, freedoms, and responsibilities of students [New Directions for Student Services, No. 59]* (pp. 5-23). San Francisco: Jossey-Bass.
- O'Brien, E. M., & Zudak, C. (1998). Minority-serving institutions: An overview. In J. P. Merisotis, & C. T. O'Brien (Eds.), *Minority-serving institutions: Distinct purposes, common goals* (pp. 5-16). San Francisco: Jossey-Bass.
- Overland, W. I., & Rentz, A. L. (2004). Orientation. In F. J. D. MacKinnon & Associates (Ed.), *Rentz's student affairs practice in higher education (3rd ed.)* (pp. 239-267). Springfield, IL: Charles C. Thomas.
- Pascarella, E. T., Terenzini, P. T., & Blimling, G. S. (1994). The impact of residential life on students. In C. C. Schroeder, & P. Mable (Eds.), *Realizing the educational potential of residence halls* (pp. 22-52). San Francisco: Jossey-Bass.
- Peterson, D. M., Briggs, P., Dreasher, L., Horner, D. D., & Nelson, T. (1999). Contributions of international students and programs to campus diversity. In J. C. Dalton (Ed.), *Beyond borders: How international developments are changing student affairs practice [New Directions for Student Services, No. 86]* (pp. 67-77). San Francisco: Jossey-Bass.
- Reinarz, A. G. (2000). Delivering academic advising. In V. N. Gordon, & W. R. Habley (Eds.), *Academic advising: A comprehensive handbook* (pp. 210-219). San Francisco: Jossey-Bass.
- Roper, L. (2002). Relationships: The critical ties that bind professionals. In J. C. Dalton, & M. McClinton (Eds.), *The art and practical wisdom of student affairs* (pp. 11-26). San Francisco: Jossey-Bass.
- Sanlo, R. L. (2000). The LGBT Resource Center Director: The new profession in student affairs. *NASPA Journal, 37*, 485-495.

- Schroeder, C. C., & Mable, P. (1994). Residence halls and the college experience: Past and present. In C. C. Schroeder, & P. Mable (Eds.), *Realizing the educational potential of residence halls* (pp. 3-21). San Francisco: Jossey-Bass.
- Shuford, B. C., & Palmer, C. J. (2004). Multicultural affairs. In F. J. D. MacKinnon & Associates (Ed.), *Rentz's student affairs practice in higher education (3rd ed.)* (pp. 218-238). Springfield, IL: Charles C. Thomas.
- Sutton, E. M. (1998). The role of the Office of Minority Affairs in fostering cultural diversity. *College Student Affairs Journal*, 18, 33-39.
- Whipple, E. G., & Murphy, R. K. (2004). Student activities. In F. J. D. MacKinnon & Associates (Ed.), *Rentz's student affairs practice in higher education (3rd ed.)* (pp. 298-335). Springfield, IL: Charles C. Thomas.

Diversity Statement: Western Michigan University's College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners, and to maintaining high expectations for each student.

M.A. in Educational Leadership Website Information: Students are encouraged to review information about recent changes to the M.A. in Educational Leadership program at the following website: <http://www.wmich.edu/coe/elrt/edleadership/masters.htm>. This site also contains a multi-year plan as to when various EDLD courses are slated to be offered.

Performance-Driven Leadership Portfolio & Capstone Course (EDLD 6792) Information: The Performance Driven Leadership Model provides students the opportunity to merge theory into practice. Students develop a portfolio throughout their entire Master of Arts program by completing activities for specific classes and then packaging these products and reflections as part of a comprehensive electronic portfolio. The entire Performance Driven Leadership portfolio is thoroughly reviewed during The Capstone Experience (EDLD 6792), and serves as one method of demonstrating competency in each of the content areas. Graduates from this program use their portfolios as a resource in addressing their respective leadership responsibilities. More information can be found at: <http://www.wmich.edu/coe/elrt/edleadership/masters-pdl.htm>

Applying for Graduation: All students must apply for a "graduate audit" many months in advance of completing their programs as follows: December 1st is the deadline for April graduation; February 1st is the deadline for June or August graduation; and August 1st is the deadline for December graduation. The application form and other information are found at: <http://www.wmich.edu/registrar/graduationaudit.html>