

EDUC 642- PRINCIPLES AND PRACTICES OF STUDENT AFFAIRS
SCHOOL OF EDUCATION, UNIVERSITY OF MASSACHUSETTS AMHERST
FALL 2013

Instructor

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Course Meeting

Tuesdays @ 7 PM
367 Hills South
|Office Hours| Tuesday 12-4 PM (or by
appointment)

Course Description

The purpose of this course is to provide a background and general understanding of the field of student affairs administration. Students will learn about research and practice in this area of work as they read about the various administrative subfields and hear from current practitioners in the field. This course has been designed for graduate students who are interested in pursuing professional careers in student affairs administration. This course is designed to increase students' understanding of the following areas:

- 1) The nature of students affairs as a field of study and a profession;
- 2) The major subfields of student affairs administration;
- 3) The professional competencies required for good student affairs practice;
- 4) Significant theoretical approaches to student affairs work.

Unpacking the Course Description

I take the title of this course quite literally: in our meetings, we will talk about what student affairs practitioners believe (principles), what they do (practices), or the connection between the two. To do that, we will focus on the way that our own thinking and the thinking of leading scholars of higher education impacts the way that we go about student affairs work—that is, we will spend the bulk of our time talking about the conversion from theory-to-practice. We will not be able to exhaustively cover either the principles or practices of students affairs this semester, but our work will provide an excellent foundation for other courses (e.g. EDUC 601 College Student Development Theory, EDUC 615E Race, Class and Gender in Higher Education , EDUC 691A Assessment Practices in Higher Education) or for experiential learning (e.g. practica, internships, assistantships).

Grading & Assignments

Grading will be based upon a 100 point scale with the following correspondences between the points earned and the grade awarded:

A	More than 94 Points
A-	90-93 Points
B+	87-89 Points
B	83-86 Points
B-	80-82 Points
C+	77-79 Points
C	73-76 Points
C-	70-72 Points
D	60-69 Points
F	Less than 59 Points

The following assignments [with their maximum associated point values] are included in the course grade:

- 1) **Participation [20 Points]:** I expect that you will attend each week’s class meeting and that you will have reviewed the week’s readings in advance. If either (or both) of these things will not happen, I expect you to notify me in advance. Both elements are critical to your success in the course since our class meetings will consist mostly of discussion.
- 2) **Philosophy of Student Affairs [20 Points]:** As we go through this course, we will explore how both formal theories and personal theories-in-use shape student affairs practices. For this assignment, you will need to produce a “draft” philosophy of student affairs statement early in the semester. This draft should be approximately 1-2 pages in length and should clearly articulate how you think about the relationship between student experience; learning and development; and the work of student affairs practitioners. To phrase this assignment in the form of a question: what would constitute a positive higher education experience for students and how could you (as a student affairs practitioner) help to produce that sort of experience? For the draft, your own personal and professional experiences should form the basis of your philosophy. To complete this assignment, you will revisit your draft statement near the end of the semester—revising, expanding, and/or rejecting parts of it to reflect the way that your own personal theory-in-use has evolved over the course of the semester. Your “final” philosophy of student affairs statement should make extensive use of readings and be 2-4 pages in length. **Initial Draft Due: September 17 | Final Draft Due: December 3**
- 3) **Exploration of a Functional Area [30 Points]:** For this assignment, you will produce an 6-8 page paper and 10 minute presentation on one of the major functional areas of student affairs. Possible topics might include any of the following: Residence Life, Recreation, Athletics, Admissions, Financial Aid, Orientation, Student Activities, Student Government, Health Services, Student Conduct, Assessment, Campus Safety, Disability Services, Greek Life, Multicultural Affairs, or LGBT Center. This paper will require that you consult the website for a relevant professional organization as well as scholarly resources (citing at least fifteen sources). The focus of this work should be the typical work and professional preparation for the area that you select. **Due: November 12 to December 3**
- 4) **Theory-to-Practice Paper [30 Points]:** For this paper, you will select and describe a problem in practice (e.g. working with a group of at-risk students, advising the student

government association). You must then address the problem through the lens of a theory or theories that we have covered in the course. Your textbooks serve as an excellent starting point for this assignment, but to complete it successfully, you will need to support your description with additional readings. You should also describe potential concerns in using a particular theory or group of theories in response to the problem you have identified. To do so, I would encourage you to consider the following questions about each theory: Is the theory more useful for one group of students than another? How was the theory produced? What was it designed to do? Following your analysis of the theory you have selected, you should then describe the strategies that you believe would be effective in addressing the issue that you selected. Please take care to connect these strategies directly to your analysis of the theory. When creating strategies for practice, you could focus on designing a formal program, describing how you would work with a student one-on-one, or both. This assignment can be completed successfully in 10-12 pages. **Due: December 10**

Course Texts

Required Books

- Magolda, P. M., & Baxter Magolda, M. (Eds.). (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus.
- Schuh, J. H., Jones, S. R., & Harper, S. R. (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.
- Strange, C. C., & Banning, J. W. (2001). *Educating by design: Creating campus learning environments that work*. San Francisco: Jossey-Bass.

Recommended Books

- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. P., & Renn, K. A. (2010). *Student development in college: Theory, practice, and research* (2nd ed.). San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.

Course Meetings

Week One: September 3

Course Overview & Administrivia

- No readings

Week Two: September 10

Foundations

- Geiger, R.L. (2005). The ten generations of American higher education. In R. O. Berdahl, P. G. Altbach, & P. J. Gumpert, (Eds.), *Higher education in the twenty-first century* (2nd ed.) (pp. 38-70). Baltimore: Johns Hopkins University Press.
- Schuh et al (2011) – Chapter One (Thelin & Gasman): Historical Overview of American Higher Education
- Schuh et al (2011) – Chapter Two (Dungy & Gordon): The Development of Student Affairs
- Evans, N.J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development*. 42, 359-377.
- Magolda & Baxter Magolda (2011) – Chapter One (Baxter Magolda & Magolda; Carnaghi & Boschini): What counts as “essential” knowledge for student affairs?

Week Three: September 17

Creating a Student Affairs Practice

- Schuh et al (2011) – Chapter Five (Reason & Broido): Philosophies and Values
- Schuh et al (2011) – Chapter Six (Fried): Ethical Standards & Principles
- Schuh et al (2011) – Chapter Fifteen (Manning & Munoz): Framing Practice
- Schuh et al (2011) – Chapter Twenty-Seven (Arminio): Professionalism
- Read at least one of the following:
 - o Magolda & Baxter Magolda (2011) – Chapter Twenty-Three (Linder; Clement): Why do student affairs educators struggle to set boundaries?
 - o Magolda & Baxter Magolda (2011) – Chapter Twenty-Five (Magolda & Baxter Magolda; Carducci): How do professional navigate situations when their professional beliefs clash with their supervisors’ or organizations’ beliefs?

Week Four: September 24

Theoretical Approaches to the Individual Student

- Schuh et al (2011) – Chapter Eight (Jones & Abes): The Nature and Uses of Theory
- Schuh et al (2011) – Chapter Nine (Evans): Psychosocial and Cognitive-Structural Perspectives on Student Development
- Schuh et al (2011) – Chapter Ten (Torres): Perspectives on Identity Development
- Schuh et al (2011) – Chapter Eleven (King and Baxter Magolda): Student Learning
- Pascarella & Terenzini (2005) – Chapter Two: Theories and Models of Student Change in College

Week Five: October 1

Theoretical Approaches to the Campus Environment

- Schuh et al (2011) – Chapter Two (Griffin & Hurtado): Institutional Variety in American Higher Education
- Strange & Banning (2001) – Chapter One (Physical Environments)
- Strange & Banning (2001) – Chapter Two (Human Aggregate Environments)
- Strange & Banning (2001) – Chapter Three (Organizational Environments)
- Strange & Banning (2001) – Chapter Four (Constructed Environments)

Week Six: October 8

Theoretical Approaches to the Student in the Campus Environment

- Terenzini, P. T., & Reason, R. D. (2005, November). Parsing the first-year of college: A conceptual framework for studying college impacts. Paper presented at the Annual Conference of the Association for the Study of Higher Education. Philadelphia, PA
- Schuh et al (2011) – Chapter Thirteen (Renn & Patton): Campus Ecology and Environments
- Tanaka, G. (2002). Higher education's self-reflexive turn: Toward an intercultural theory of student development. *Journal of Higher Education*, 73(2), 263-96.
- Renn, K. A., & Arnold, K. D. (2003). Reconceptualizing research on peer culture. *Journal of Higher Education*, 74, 261-291.

Week Seven: October 15

No Class Meeting (Monday Course Meetings)

Week Eight: October 22

From Theory-to-Practice

- Schuh et al (2011) – Chapter Eight (Jones & Abes): The Nature and Uses of Theory
- Schuh et al (2011) – Chapter Sixteen (Harper): Strategy and Intentionality in Practice
- Schuh et al (2011) – Chapter Twenty-Nine (Sax & Harper): Using Research to Inform Practice
- Parker, C. A. (1977). On modeling reality. *Journal of College Student Personnel*, 18(5), 419–425.
- Reason, R. & Kimball, E. (forthcoming). A New Theory-to-Practice Model for Student Affairs: Integrating Scholarship, Context, and Reflection. *Journal of Student Affairs Research & Practice*.
- Magolda & Baxter Magolda (2011) – Chapter Three (Blimling; Broido): How are dichotomies such as scholar-practitioner and theory-practice helpful and harmful to the profession?

Week Nine: October 29

Creating Positive Campus Environments

- Schuh et al (2011) – Chapter Three (Chang, Milem, & Antonio): Campus Climate
- Strange & Banning (2001) – Chapter Five (Safety and Inclusion)
- Strange & Banning (2001) – Chapter Six (Encouraging Participation)
- Strange & Banning (2001) – Chapter Seven (Building a Community of Learners)
- Schuh et al (2011) – Chapter Fourteen (Kuh): Student Success

Week Ten: November 5

Working with Individual Students

- Pascarella & Terenzini (2005) – Chapter Eleven: How College Affects Students – A Summary
- Schuh et al (2011) – Chapter Nineteen (Pope & Mueller): Multicultural Competence
- Magolda & Baxter Magolda (2011) – Chapter Six (Welkener; Gross): What are the risks and benefits of allowing students to fail if learning results?
- Read at least one of the following:
 - o Schuh et al (2011) – Chapter Twenty-Three (Reynolds): Counseling and Helping Skills
 - o Schuh et al (2011) – Chapter Twenty-Four (Love & Maxam): Advising and Consultation

Week Eleven: November 12

Student Affairs Administration

- Schuh et al (2011) – Chapter Seventeen (Schuh): Financing Student Affairs
- Schuh et al (2011) – Chapter Eighteen (Bresciani): Assessment and Evaluation
- Schuh et al (2011) – Chapter Twenty-One (Hirt & Strayhorn): Staffing and Supervision
- Schuh et al (2011) – Chapter Twenty-Two (Magolda & Quayle): Teaching in the Co-Curriculum
- Read at least one of the following:
 - o Schuh et al (2011) – Chapter Twenty (Komives): Leadership
 - o Schuh et al (2011) – Chapter Twenty-Five (Roper & Matheis): Conflict Resolution
 - o Schuh et al (2011) – Chapter Twenty-Six (Roberts): Community Development

Week Twelve: November 19

Student Affairs in an Institutional Context

- Schuh et al (2011) – Chapter Twelve (Kezar): Organizational Theory

- Magolda & Baxter Magolda (2011) – Chapter Twenty-One (Dugan; Suspitsyna): What would student affairs organizational structures look like if they supported inclusive, learning-centered practices?
- Magolda & Baxter Magolda (2011) – Chapter Eight (Poullard & Denton): What is the relationship between changing university policy and changing student norms?
- Schuh et al (2011) – Chapter Twenty-Eight (Whitt): Academic and Student Affairs Partnerships
- Read at least one of the following:
 - o Magolda & Baxter Magolda (2011) – Chapter Two (Benjamin & Hamrick; Jones): How does the perception that learning takes place exclusively in classrooms persist?
 - o Magolda & Baxter Magolda (2011) – Chapter Four (Arcelus & Lester): If student affairs-academic affairs collaboration is such a good idea, why are there so few examples of these partnerships in American higher education?

Week Thirteen: November 26
Student Affairs in a Societal Context

- Lattuca, L. R., & Stark, J. S. (2009). Curriculum: An academic plan. In *Shaping the college curriculum: Academic plans in context* (pp. 1-22). San Francisco: Jossey-Bass.
- Magolda & Baxter Magolda (2011) – Chapter Twenty (Zylstra; Osei-Kofi): Why is the gap so wide between espousing a student justice agenda to promote learning and enacting it?
- Magolda & Baxter Magolda (2011) – Chapter Fifteen (Quaye; Hernandez): Girl or woman? Dorm or residence hall? What’s the big deal about language?
- Magolda & Baxter Magolda (2011) – Chapter Nineteen (Uecker; Sardelli): How do student affairs educators protect freedom of speech while ensuring civil discourse?
- Read at least one:
 - o Magolda & Baxter Magolda (2011) – Chapter Five (Davis; Boes): In this age of consumerism, what are the implications of “giving students what they want?”
 - o Magolda & Baxter Magolda (2011) – Chapter Ten (Taylor; Lowery): What should universities do about overly involved parents?

Week Fourteen: December 3
Critical Issues in Student Affairs

- Schuh et al (2011) – Chapter Seven (Pavela): Selected Legal Issues

- Schuh et al (2011) – Chapter Thirty (Aleman & Wartman): Student Technology Use and Student Affairs Practice
- Magolda & Baxter Magolda (2011) – Chapter Twelve (Park; Mundell): Why is it so challenging for collegians and student affairs educators to talk about race?
- Magolda & Baxter Magolda (2011) – Chapter Thirteen (Renn; Davis): Do identity centers . . . divide rather than unite . . . faculty, students, and administrators? If so, why are they so prevalent on college campuses?
- Read at least one of the following:
 - o Magolda & Baxter Magolda (2011) – Chapter Nine (Barber; Levine): If curbing alcohol abuse on college campuses is an “impossible dream,” why bother with intervention aimed at curbing abuse?
 - o Magolda & Baxter Magolda (2011) – Chapter Sixteen (McCarthy; Haverkos): What are the implications of providing “special” considerations to particular students?
 - o Magolda & Baxter Magolda (2011) – Chapter Seventeen (Spano; Oliaro & Varlotta): What are the responsibilities and limits of student affairs educators’ role in addressing burgeoning student mental health issues?

Course Policies

Academic Honesty - The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore expected and required of all students at the University of Massachusetts Amherst. Academic dishonesty (cheating, fabrication, plagiarism, facilitating dishonesty) is prohibited in all programs of the University and will not be accepted in this classroom.

Accommodations - The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the instructors within the first two weeks of the semester so that I may make appropriate arrangements. Also, please inform the instructors of any religious observances that will require you to miss class or require special accommodation.

Citation Style - Wherever possible, you should provide references to sources utilizing APA style, which is standard in most education-related areas of study. The full guide to APA style is can be found in the *Publication Manual of the American Psychological Association* (Sixth Edition). A short guide is available online at Purdue’s Online Writing Lab (<http://owl.english.purdue.edu>). In all written assignments, you should provide a bibliography.

Apart from citation style, you may format your written assignments however you would like provided you do so consistently.

Electronic Submission of Work - Unless otherwise specified, all assignments should be submitted by email. I will respond to your email within one business day to let you know that I have received it. If you do not receive an email to that effect, you are responsible for contacting me to confirm that I have received it. Please do not provide a paper copy.

Late Assignments - The object of every course assignment is to afford an opportunity for reflection and learning. As a practical matter, it does not matter to me when you turn in your assignments. I will spend the same amount of time reading and offering feedback regardless of when you submit them to me. However, it has been my experience that sometimes deadlines are missed because students wait too long to start the assignment, which in turn inhibits both the quality of assignment and what can be learned from it. *As a result, if you would like to turn in an assignment later than the date on the syllabus, I require that you notify me at least 72 hours in advance.* Late works for which an extension is not received will be awarded a grade one letter grade lower than that which it would otherwise have been assigned.