

EDL 396A  
Topics in Leadership: Student Affairs Leadership  
(3 credits)  
Tuesdays and Thursdays, 12:30pm-1:45pm  
CSIL Conference Room, Student Union Memorial Center 412

**Instructor:**

**Course Overview:**

This course is designed to give students an introduction to the profession of student affairs and the knowledge, skills, and attitudes that are necessary to be an effective leader in the profession. The course will cover theories used in Student Affairs, application of those theories, as well as an overview of the various functional areas common to Student Affairs divisions in higher education.

**Course Objectives:**

Notations in parentheses indicate the course objective's corresponding Student Leadership Competency\*.

Specific Learning Objectives:

- Students will understand the role of Student Affairs within the broader context of higher education (Working with Others: Understands concepts of organizational culture and context).
- Students will understand the various skills necessary for Student Affairs practice across functional areas (Critical Thinking: Understands the interrelatedness of information).
- Students will understand and apply various theories of student development to Student Affairs practice (Learning: Understands practical application of theory).
- Students will understand the organizational structures typical to Student Affairs (Working with Others: Understands concepts of organizational culture and context).
- Students will apply course concepts across institutional types (private/public; community college/4-year/graduate granting; research/teaching; brick and mortar/online/hybrid) (Learning: Understands practical application of theory).

**Required Course Materials:**

Komives, S., Woodard, D. & Associates (2003). *Student Services: A Handbook for the Profession, 4<sup>th</sup> Edition*. San Francisco, CA: Jossey-Bass.

Other course readings are available in full text format from the university library.

**Course Format:**

This course will be a combination of lecture, discussion, and experiential activities. You are expected to be prepared for class, and to actively participate in all discussions and activities.

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\* The Student Leadership Competencies were created by Thomas Murray and Corey Seemiller for use in all Leadership Programs at The University of Arizona. All Leadership Programs, including the National Collegiate Leadership Conference, Courses for Credit, the Arizona Blue Chip Program, the ATLAS Leadership Certificate Program, the IBM Co-op Program, and Equiss are evaluated based upon these same competencies.

## Course Policies:

### *Attendance*

A key learning tool for this class is regular participation in discussions and activities. It is important that students attend class, and actively participate in all class discussions and activities.

- All students are given three absences. Each absence after, regardless of reason, will result in a loss of attendance points.
- Students arriving late to class or leaving early will be penalized attendance points relative to how much of the class is missed.
- Students attending all class sessions (including the final, no tardiness or leaving early) will receive 15 extra points to their final point total.
- Students who are absent are responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before the class time on their due date.
- Students who have class on a religious holiday and need to miss class to observe this holiday may do so if they notify the instructor **at least 2 weeks in advance** of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.
- **To be fair to every student, these policies will be adhered to strictly without exception.**

### *In Class Expectations*

- Cell phones must be powered off, not just set to vibrate or silent. Missed calls and text messages are simply distractions. Students with a bona fide reason to have their cell phone on during class should speak with the instructor to get permission.
- Headphones, earbuds, iPods, etc., must be put away during class.
- No work for other classes may be done during class.
- Laptops may be used to take notes or to work on current class activities; however, laptops may only be used to work on other class material, homework from this class, or non-class related activities like email, Facebook, etc.
- **I have a zero tolerance policy regarding these expectations. Students not abiding by the above policies will be required to leave class for the day and will forfeit any attendance points for that day.**

### *Special Needs*

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; [drc.arizona.edu](http://drc.arizona.edu)) and that you notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

### *Academic Dishonesty*

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in

disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

### ***Threatening Behavior***

Threatening Behavior is prohibited. “Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm.

### ***Written Work***

I understand that writing is not every student’s strength, and as such, in-class writing assignments (reflection questions and the final exam) will not be marked down for writing mechanics. However, it is imperative that each student be able to use the resources available to her/him to be able to submit well-written work. As such, writing mechanics for papers will be graded, as will formatting. Papers are to be written in proper APA format, including title page and references. Assignment lengths indicated below refer to the length of the text of the papers and are exclusive of title and reference pages. Students who struggle with writing and/or APA are encouraged to utilize the Writing Center. Information can be found at [http://english.arizona.edu/index\\_site.php?id=287](http://english.arizona.edu/index_site.php?id=287).

### ***Group Work Standards***

You will have one group project due at the end of the semester. Regardless of contribution or effort, every member of your group will get the same grade on your group assignment. However, similarly to the way that groups function and break off into separate entities or organizations in the real world, so can your group. If at any point, you believe that the group dynamics or the direction of the group is not working for where you want your project to go, you may separate from your group and create a new group by yourself or with one other member of the original group (you cannot leave only one member in your original group unless they agree to it or with the instructor’s permission). If at any point you decide to do this, you must do the following:

1. Write up the names of the people in the newly formed group with a statement about separating from your original group. All new group members must sign this document. This document needs to be submitted to the instructor.
2. After the instructor reviews the document, all members of the original group will be notified by the instructor through email about any group changes affecting them. It is your responsibility as a student to check your email messages regularly to keep informed of any group changes.
3. Any changes to the groups must be completed no later than two weeks prior to the project due date. After this deadline has passed, no group changes may take place.

### ***Assignments***

Assignments are due on the date listed on the syllabus and are due at the start of the class session. Assignments submitted after the start of class will be considered late. **Late assignments will be accepted with a 10% reduction for each day the assignment is late up to five days late. After five days, no credit will be given.** For the purposes of

this policy, “one day” begins at 12:30 pm (the start time of class) and ends at 12:29 pm the following day.

### **Reflection Questions (120 points)**

Throughout the course, you will be required to complete readings related to various aspects of the Student Affairs profession. At the start of some classes in which there is a reading due, you will be given 10 minutes to respond to a reflection question related to the readings for the day to help you make connections between the concepts being discussed in class. These will be at the beginning of class and cannot be made up. There will be 14 reflection questions, each worth 10 points with the two lowest grades (including zeroes for missed questions) dropped. **Because I want to ensure access to this class, I will arrive to the class 10 minutes early each day. Students who wish to have extra time for Reflection Questions may arrive early and start. Because of this, you are asked to arrive to class quietly for those who are working on their Reflections.**

### **Personal Interest Statement (100 points)**

At the end of the first unit, you will submit a personal interest statement. This statement should be 2 pages long and should describe your interest in the Student Affairs profession and this class as well as what you are hoping to gain from this class. I recognize that some individuals in this class may not be planning on a career in Student Affairs. However, after reviewing the course calendar and the textbook, I am confident that you will see that you will be learning about concepts and skills that can translate to other careers. “Because I needed the units,” while it may have been your motivation, is not an acceptable topic for this assignment. **Due: Thursday, January 28.**

### **Theory Critique Paper (150 points)**

Student Affairs practitioners should be well versed in the theories that impact their work. In this course, we will look briefly at student development theories, social identity development theories, organizational theories, as well as some theories that focus on student learning and success. For this assignment, you are to select one student development theory and one theory from another group (social identity development, organizational, student learning, or student success) and write a 4-6 page paper critiquing the theories. Your critique should utilize at least 4 references from scholarly books or journals in addition to the textbook. While you should briefly explain the theories in your paper, your focus should not be on explaining them, but to critically analyze them and their applicability to student affairs. You may use your own opinion in your critique, but you must back up your opinion with other scholarly sources. **Due: Thursday, March 4.**

### **Theory Application Paper (200 points)**

Student Affairs practitioners, in addition to understanding the theoretical foundations of the profession, should be able to apply these theories in the work that they do. For this paper, you are to select one of the functional areas that we examined in Unit 4. After researching the roles and essential skills and competencies of this functional area, you are to write a 5-7 page paper explaining how a student affairs practitioner in that functional area could apply various theories (at least 2). You may use whatever theories you see as most appropriate, but you should use at least one student development theory. Your application paper should also use at least 4 references from scholarly books or journals in addition to the textbook. While you will need to briefly explain the functional area you are writing about, your focus should be on the application

of theory within that functional area. You should also consider your functional area across various institutional types (community college, 4-year Bachelor's, public/private, etc.). **Due: Thursday, April 15.**

### **The University of Arizona Student Affairs Reorganization Proposal and Presentation (100 points)**

Institutions of higher education are often in the process of reorganization. The purposes of these reorganizations vary from politics to budget to better meeting the needs of students. For this assignment, you are to work in groups of three and consider the organizational structure of Student Affairs at The University of Arizona. Citing any applicable theories and research, you should write a proposal for reorganizing Student Affairs. Your proposal should include an organizational chart, a description of the changes you are making, your justification for the changes using at least one of the organizational theories discussed in class, and your intended outcomes in terms of student impact. On the day that the proposal is due, you will also present your proposal to the rest of the class. You should plan to take 10-12 minutes to present with 3-5 minutes following for questions. **Please be sure to review the Group Work Standards in this syllabus. Due: Thursday, April 29.**

### **Final Exam (250 points)**

The final exam in this course will be a combination of objective questions (multiple choice, matching, true/false, etc.) and subjective questions (short answers and essays). You are welcome to bring a laptop to class on the day of the exam so that you can type your essay responses.

**IMPORTANT NOTE: Thursday, May 13 from 11:00 am to 1:00 pm is the scheduled period for final exams for this class. It is your responsibility to make end of semester travel arrangements to accommodate your exams. THERE WILL BE NO ALTERNATIVE TIMES OFFERED FOR THIS EXAM. If you are unable to attend the exam, you will not receive credit for it.**

### ***Point Distribution and Grading Standards***

#### **Assignments & Point Values (Total=1060 points)**

Attendance	140 points (5 per class; 155 points possible)
Reflection Questions	120 points
Personal Interest Statement	100 points
Theory Critique Paper	150 points
Theory Application Paper	200 points
U of A Student Affairs Re-Org	100 points
Final Exam	250 points

**Aside from the possible bonus points for attendance, there will be no opportunities for extra credit.**

#### **Grade Scale**

A = 90% = 954 points minimum

B = 80% = 848 points minimum

C = 70% = 742 points minimum

D = 60% = 636 points minimum

E = less than 60% = fewer than 636 points

**Note: The above grade scale reflects the minimum number of points needed for each grade. Grades will not be rounded up; you must reach the minimum number of points for a certain grade to earn that grade.**

# Student Affairs Leadership

Readings should be completed before the class with which they are listed.  
All readings, unless otherwise noted, are from *Student Services: A Handbook for the Profession*.

## Unit One: Foundations of Student Affairs

Thursday, January 14	<b>Introduction to Course</b>
Tuesday, January 19	<b>History of Higher Education</b> Chapter 1
Thursday, January 21	<b>History of the Student Affairs Profession</b> Chapter 4
Tuesday, January 26	<b>Ethical Standards</b> Chapter 6
Thursday, January 28	<b>Professional Standards</b> Chapter 27, Appendices A and B <b><i>Personal Interest Statement Due</i></b>

## Unit Two: Theory into Practice

Tuesday, February 2	<b>Using Theory to Inform Practice</b> Chapter 8
Thursday, February 4	<b>Student Development</b> Chapter 9
Tuesday, February 9	<b>Social Identity Development</b> Chapter 10
Thursday, February 11	<b>Student Learning</b> Chapter 11
Tuesday, February 16	<b>Organizational Theory</b> Chapter 12
Thursday, February 18	<b>Student Success</b> Chapter 14

## Unit Three: Organizational Structures and Administrative Considerations

Tuesday, February 23	<b>Institutional Types</b>
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Chapter 2

Thursday, February 25      **Paying for Student Development: Finance**  
Chapter 16

Tuesday, March 2      **Student Affairs Practitioners as Managers**  
Chapter 18

Thursday, March 4      **Leadership in Student Affairs**  
Chapter 20  
*Theory Critique Paper Due*

Unit Four: Functional Areas and Essential Competencies
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Tuesday, March 9      **Overview of Functional Areas**  
Chapter 15

Thursday, March 11      **Counseling Skills**  
Chapter 22

Tuesday, March 16      **Spring Break – No Class**  
Thursday, March 18      **Spring Break – No Class**

Tuesday, March 23      **Advising Students and Groups**  
Chapter 23

Thursday, March 25      **Student Affairs Practitioners as Teachers**  
Chapter 21

Tuesday, March 30      **Programming with a Purpose**  
Chapter 25

Thursday, April 1      **Conflict Resolution**  
Chapter 24

Tuesday, April 6      **Crisis Management and the Law**  
Chapter 7

Thursday, April 8      **Assessment and Evaluation**  
Chapter 26

Tuesday, April 13      **Role of Student Affairs in Campus Design**  
Chapter 13

Unit Five: Issues in Student Affairs
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Thursday, April 15 **Diversity, Multiculturalism, and Social Justice**  
Chapter 19  
*Theory Application Paper Due*

Tuesday, April 20 **Student Affairs and Access to Higher Education**  
The following reading is available in full text format from the U of A library:

- Nora, A. (2004). The role of habitus and cultural capital in choosing a college, transitioning from high school to higher education, and persisting in college among minority and nonminority students. *Journal of Hispanic Higher Education*. 3(2): 180-208.

Thursday, April 22 **Student Affairs in a Digital Age**  
The following readings are available in full text format from the U of A library:

- Moneta, L. (2005). Technology and student affairs: Redux. *New Directions for Student Services, Winter* (112), pp. 3-14.
- Shier, M. T. (2005). The way technology changes how we do what we do. *New Directions for Student Services, Winter* (112), pp. 77-87.

Tuesday, April 27 **The Economic Survival of Student Affairs**  
The following dissertation is available in full text format from the U of A library:

- Helm, M. (2004). Professional identity, sense-making, and the market effect: Perspectives from new student affairs professionals. The University of Arizona.  
**Read pages 9-26 and pages 99 (starting at the bottom)-108.**

Thursday, April 29 **Student Affairs Reorg Presentations**  
*U of A Student Affairs Reorg Proposal Due*

Tuesday, May 4 **Wrap-Up**

Thursday, May 13 **Final Examination**  
**11:00 am – 1:00 pm**

**IMPORTANT NOTE: This is the scheduled period for final exams for this class. It is your responsibility to make end of semester travel arrangements to accommodate your exams. THERE WILL BE NO ALTERNATIVE TIMES OFFERED FOR THIS EXAM. If you are unable to attend the exam, you will not receive credit for it.**