

Topics in Leadership—EDL 396
Syllabus and Course Outline
Student Affairs Leadership/ Introduction to Student Affairs
Spring 2006

Instructor

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Purpose

This course is designed to enhance your understanding of the field of student affairs by exploring, writing about, and discussing expectations and perceptions about the profession. You will gain insight into what it takes to become a successful practitioner in the field. In addition you will investigate possible graduate preparation programs and career opportunities.

Objectives

Specifically, the course will focus activities and lessons around:

1. **Foundations of Student Affairs:** understanding the history of student affairs and gaining skills in student development theory.
2. **Core Competencies:** developing the skills necessary for a successful practitioner.
3. **Functional Areas:** exploring the various services and programs that make up the field while developing connections with students, faculty, staff and the university.
4. **Institutional Differences:** determining your own vision so as to discover prerequisites for your own institutional fit.
5. **Your Student Affairs Future:** becoming an active participant within a network of colleagues while maturing and developing as a new professional as you gain a new perspective on self and higher education.
6. **Student Affairs Today:** exploring the current trends and direction of student affairs.

Content

1. **Participation:** In-class activities and discussions are listed in the Course Outline. This course will also include an out-of-classroom learning experiences in which you will be asked to “Shadow” a professional in the field and interview them about their experience.
2. **Readings and Reading Synopsis:** Select excerpts regarding a variety of topics relating to the field of student affairs. Each student will be asked to reflect on one reading throughout the semester and share the synopsis with the rest of the class.
3. **Reflection Journals:** Assignments to reflect on your own personal experiences and class discussions.
4. **Portfolio:** Create a tangible collection of experiences and professional development opportunities

Grading

200 Total Points Possible

Participation (30%)	2 points/class	60 points possible
Reading Synopsis (7.5%)	15 points	15 points possible
Reflection Journals (37.5%)	15 points each	75 points possible
Portfolio (25%)	50 points	50 points possible

Grading Breakdown

180-200 = A

160-179 = B

140-159 = C

120-139 = D

Below 119 = F

Participation

An important part of this class is participating in discussions and in-class activities. Students are expected to be present and involved in class discussions, activities and experiences. Because of the importance attached to regular attendance,

1. Each absence that is not the result of a medical emergency or that is not approved in advance by the instructor, results in the loss of 2 points.
2. An excused absence is one that the instructor has approved in advance.
3. Students must notify the instructor via a conversation. Phone or e-mail messages do not serve as notification.
4. Students are responsible for any assignments missed during an excused absence.

In addition to in-class participation, you will also be given the opportunity to participate in an out-of-class assignment in which you will “job shadow” a current professional in the field and then interview them about their experiences in the profession. After completing this out-of-class experience, you will be asked to reflect on the experience in a journal assignment.

Readings

A successful Student Affairs Practitioner is one who can successfully blend *theory* and *practice*. There will be numerous readings throughout the semester. You are expected to read each day and be able to discuss the arguments given by the author. You are also expected to work the readings into your Journal assignments as well. In order to help your colleagues understand the readings better, you will be asked to write one synopsis of a reading at one time throughout the semester. This one-page synopsis will then be shared with each other classmate to aid them in their professional development. You will also have the chance to bring in readings that you find.

All of the readings have been uploaded to the University of Arizona Library’s electronic Course Reserves. To access these readings, follow these instructions:

1. Go to the Course Reserves page at <http://eres.library.arizona.edu/eres/default.aspx>.
2. Find the readings for this class by searching for “EDL 396”.
3. Click on the link for this class.
4. Read the copyright policy, enter the password WILDCAT, and click on “Accept”.
5. You’ll now be able to search through the electronic versions of the readings.

Since the quality of the readings might be lacking, you can also find the readings online or in the library. The library’s search website is <http://aquarius.library.arizona.edu/search/index.html>. Also, many departments around campus have libraries where many of these readings can be found. You can also work with various Student Affairs professionals who will have these readings in their personal libraries. If you are seriously considering going into the field, you might want to purchase these books for yourself. For your own professional development, please see the attached list of other recommended readings as well.

Journal Questions

All journals should be typed and 2-4 pages in length - double spaced - 12 pt. font. You may print on both sides of the paper. Make sure you staple if more than one page, and include your name, date, journal number, and title. All journals should tie in at least two readings that are relevant to the topic. Further instructions for journal assignments will also be discussed in class. A grading rubric will be handed out on the first day of class so that you can be familiar with the grading criteria.

The prompts for each of the journal entries are listed below.

Journal #1: Personal interest in Student Affairs

In this journal, please reflect on your interests in Student Affairs. Relevant topics could include your college experience, your involvement with clubs or organizations, lessons that you have learned along the way, and mentors who guide your growth. Please discuss the various influences that have led you to consider a career in Student Affairs. (You do not need to tie in any readings for this journal assignment.)

Journal #2: Core Competencies Check

In this class, we focus on seven Core Competencies that are needed in order to be a successful Student Affairs practitioner. We also recognize that there are a multitude of other competencies which a practitioner can possess. In this journal assignment, please do a “self assessment” to gauge what skills you have and which skills you still need to gain in order to be most effective in your future positions. Please discuss how you developed the competencies that you have, and talk about ways in which you can develop the other competencies that you still need to acquire.

Journal #3: Professional Shadow Experience

In this course, we examined a number of functional areas that make up the Student Affairs profession. Although it is possible to learn about the functional areas that interest you the most by listening and discussing the profession in class, it is often more meaningful to see professionals directly in their functional area. This journal assignment will give you the opportunity to interact directly with a Student Affairs professional. Please select a Student Affairs professional in a functional area that interests you, and arrange with them to spend five or more hours “job shadowing” their work. Ideally, your time with them should include a variety of tasks, such as meetings with students, meeting with colleagues, committee work, collateral assignments, and day to day activities. After you have spent five hours with this professional, please interview them about their experiences and words of advice for you in your professional development. Then, reflect on this experience in your journal.

Journal #4: Dream job, Dream institution

Through this course, we have looked at the differences among colleges and universities. These variables are often linked to size, religious connection, academic focus, and delivery of services. In this journal assignment, you will be asked to do some research about your “dream job” at your “dream institution”. The previous journal assignment focused on a functional area which might be a good match, but this journal assignment centers more on the institutional fit that would be best suited for you. Find a school that you believe would be a good institutional fit for you, and then find the job that would match your competencies and interests. Or, find a job that is exactly what you would want to do, and then find a school where that position is offered and where you would fit well. Then, contact the school to get a position description of your “dream job”. In your journal, please discuss why this would be a dream job for you, and why the school would be such a “dream institution”.

Journal #5: End of Semester Reflection

Now that you have completed the course, please reflect on what you learned throughout the semester. Consider all of the topics that we covered: Foundations of Student Affairs, Core Competencies, Functional Areas, Institutional Differences, Your Student Affairs Future, and the various Student Affairs Topics that we discussed. Please include topics that surprised you, your beliefs about the field that were reinforced, and where you see your professional development opportunities taking you in the field of Student Affairs.

Final Portfolio Project

This assignment will allow you to create a tangible item that you can take with you that will help you to track your previous experiences and make room for future professional development opportunities. The portfolio should be the beginning phase of a “work in progress” to which you can add. Among other items, your portfolio can include (but is not limited to) any of the following:

- Personal Statement or Vision Statement
- Resume or Curriculum Vitae
- Academic Transcripts
- List of References (Academic, Personal, and Professional)
- Writing Samples (consider the topic and content of the sample)
- Sample Agenda (of a meeting you have planned and facilitated)
- Sample Flyers or Publicity Items (of a program you have planned and facilitated)
- Awards and Recognition (Academic and Professional)
- Job Descriptions (of relevant positions)
- Certifications (HOV, CPR, etc.)
- Presentations (include handouts, outline, and evaluations)
- Conferences you have attended

A grading rubric will be handed out on the first day of class so that you can be familiar with the grading criteria for the portfolios. Portfolios can be physical or electronic. Although a portfolio can be a “work in progress”, the final project which you turn in should be comprehensive and thorough. All portfolios will be shared with the rest of the class during the Final on Wednesday, May 10th. Please plan on attending this day, as we will also be celebrating the conclusion of the course.

Suggested Readings for Continued Professional Development

Periodicals

About Campus
Black Issues in Higher Education
Chronicle of Higher Education
Journal of College Student Development
NASPA Journal

Texts

- Cohen, A. M. (1998). *The shaping of American higher education*. San Francisco: Jossey-Bass.
- Dunkel, N. W. & Schuh, J. H. (1998). *Advising student groups and organizations*. San Francisco: Jossey-Bass.
- Ender, S. C. & Newton, F. B. (2000). *Students helping students: a guide for peer educators on college campuses*. San Francisco: Jossey-Bass.
- Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Gordon, V. G. & Wesley, R. H. (2000). *Academic Advising: A comprehensive handbook*. San Francisco: Jossey-Bass.
- Heuman, M. & Church, T. W. (1997). *Hate speech on campus: cases, case studies, and commentary*. Boston: Northeastern University Press.
- Kaplin, W. A. & Lee, B. A. (1997). *A legal guide for student affairs professionals*. San Francisco: Jossey-Bass.
- Komives, S. R. & Woodard, D. B. (2003). *Student services: A handbook for the profession* (4th ed). San Francisco: Jossey-Bass.
- Kuh, G. D., Schuh, J. H., & Whitt, E. J. (1991). *Involving colleges*. San Francisco: Jossey-Bass.
- Rentz, A. L. (1996). *Student affairs practice in higher education* (2nd ed). Springfield, Illinois: Thomas.
- Schuh, J. H., & Upcraft, M. L. (2001). *Assessment practice in student affairs: An application manual*. San Francisco: Jossey-Bass.

Reading: Newton, Fred B. "The New Student" About Campus, November-December 2000.

**Monday,
February 13th**

Core Competencies: Supervision
Reading: Stock-Ward, Susan R. and Javorek, Mary E. "Applying Theory to Practice: Supervision in Student Affairs" NASPA Journal, Spring 2003, Vol. 40, No. 3.

**Wednesday,
February 15th**

Core Competencies: Event and Program Planning
Guest: TBA
Reading: "Deciding What to Program" Handbook

**Monday,
February 20th**

Core Competencies: Multiculturalism
Guest: Brian Shimamoto
**Reading: Pope, Raechele, et al. Multicultural Competence in Student Affairs. San Francisco: Jossey-Bass.
Chapter 1: "Multicultural Competence in Student Affairs"**

**Wednesday,
February 22nd**

Core Competencies: Assessment
Guest: Keith Humphrey
**Reading: Schuh, John H. and Upcraft, M. Lee. Assessment Practice in Student Affairs. San Francisco: Jossey-Bass, 2001.
Chapter 1: "Why Assessment in Student Affairs?"
Chapter 2: "Steps in Assessment Practice"**

**Monday,
February 27th**

Core Competencies: Finance, Budgeting, and Fund-Raising
Guest: TBA
Reading: Schuh, John H. "Strategic Planning and Finance". Student Services: A Handbook for the Profession. Ed. Komives, Woodard, and Associates. San Francisco: Jossey-Bass, 2003.

**Wednesday,
March 1st**

Core Competencies: Advising
Guests: Ed Gilhool
Reading: Dunkel, Norbert W. and Porter, Diane. "Residence Hall Association Adviser Responsibilities". The Journal of College and University Student Housing. 1998, Vol. 27, No. 2.

**Monday,
March 6th**

Student Affairs Today: Hot Topics on Campus
Reading: Article Review
Assignment Due: Journal #2 (Core Competencies Check)

**Wednesday,
March 8th**

Functional Area: Admissions and Orientation
Guests: TBA
**Reading: Wills, Eric. "Parent Trap". The Chronicle of Higher Education. 7/22/05.
Breneman, David W., Brown, Robin C., Caperton, Gaston, Carnevale, Anthony P., Fallows, James, and**

Reich, Robert B. "Admissions Today: 6 Experts Speak Out". The Chronicle of Higher Education. 2/25/05.

**Monday,
March 20th**

**Functional Areas: Academic Advising and Support Services
Guests: Rebecca Mitchell and Jeff Orgera
Reading: Hunter, Mary Stuart and White, Eric C. "Could Fixing Academic Advising Fix Higher Education?" About Campus, March-April 2004.**

**Wednesday,
March 22nd**

**Functional Areas: Residence Life
Guest: Jim VanArsdel
Reading: Pascarella, Ernest T., Terenzini, Patrick T., Blimling, Gregory S. "The Impact of Residential Life on Students". Realizing the Educational Potential of Residence Halls. Eds Schroeder, Charles C. and Mable, Phyllis. San Francisco: Jossey-Bass, 1994.**

**Monday,
March 27th**

**Functional Areas: Operations and Facilities
Guest: Dave Parker
Reading: Bonfiglio, Robert A. "What the Building Boom Says about Campus Values" About Campus, November-December 2004.**

**Wednesday,
March 29th**

**Functional Areas: Student Involvement and Leadership
Guest: Michelle Perez
Reading: Whipple, Edward G. "Student Activities". Student Affairs Practice in Higher Education. Ed. Rentz, Audrey L. Springfield: Charles C. Thomas Publisher, LTD, 1996.**

**Monday,
April 3rd**

**Functional Areas: Greek Life
Guest: Jen Leung and Gary Ballinger
Reading: Rudolph, Frederick. The American College and University: A History. Athens: University of Georgia Press, 1990.
Chapter 7: "The Extracurriculum"**

**Wednesday,
April 5th**

**Functional Areas: Multicultural Affairs
Guests: TBA
Readings: Nathan, Rebekah. My Freshman Year: What a Professor Learned by Becoming a Student. Cornell University Press, 2005.
Chapter 3: "Community and Diversity"**

**Monday,
April 10th**

**Functional Areas: Career Services
Guests: Career Services
Activity: Explore the Career Services website at <http://www.career.arizona.edu/index.aspx>**

**Wednesday,
April 12th**

**Functional Area: Judicial Affairs
Guests: TBA**

Reading: Lane, Jason E. and Healy, Margaret. "File Sharing, Napster, and the Institutional Responses: Educational, Developmental, or Responsive Policy?" NASPA Journal. Vol. 42, No. 4, 2005.

**Monday,
April 17th**

**Student Affairs Today: Hot Topics on Campus
Reading: Article Review
Assignment Due: Journal #3 (Professional Shadow Experience)**

**Wednesday,
April 19th**

**Institutional Differences: Types of Colleges
Guests: TBA
Readings: Evelyn, Jamilah. "How Community Colleges Measure Up" The Chronicle of Higher Education, 11/28/2003.
Merrow, John (2005). "Survival of the Fittest" The New York Times, 4/24/2005.**

**Monday,
April 24th**

**Your Student Affairs Future: Professional Development
Guest: Heather Gasser
Reading: Schwartz, Robert A. and Bryan, William A. "What is Professional Development?" New Directions for Student Services: Strategies for Staff Development: Personal and Professional Education in the 21st Century. Number 84, Winter 1998.**

**Wednesday,
April 26th**

**Student Affairs Today: Panel of Seasoned Professionals
Assignment Due: Journal #4 (Dream Job, Dream Institution)**

**Monday,
May 1st**

**Your Student Affairs Future: Graduate Preparation Programs
Guest: Corey Seemiller
Reading: Barratt, Will. "Selecting a Student Affairs Graduate Program". 2003. ACPA Professional Preparation Commission. <<http://www.myacpa.org/c12/selecting.htm>>.
Activity: <http://www.naspa.org/gradprep/search.cfm>**

**Wednesday,
May 3rd**

**Your Student Affairs Future: Conferences and Organizations
Guest: Judy Kiyama
Activity: Explore three organizational and/or conference websites**

**Wednesday,
May 10th
5:00 pm**

**Course Evaluation and Conclusion
Assignment Due: Journal #5 (End of Semester Reflection)
Assignment Due: Portfolio Presentations (Final)**