

The University of Texas at Austin
Department of Educational Administration
Fall 2008
Unique Number 10085
EDA 391P: College Student Personnel Administration
Mondays 4:00 p.m. - 7:00 p.m. except 11/10
(All classes in SZB 364 unless noted otherwise)

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Office hours: Mondays: 2:00 p.m.- 4:00 p.m., immediately after class, and by appointment

Course Objectives

The primary goal of this course is to familiarize students with the organizational structure and functions of student affairs divisions in the context of higher education. Additional objectives of this course are:

1. To be able to trace the development and evolution of student affairs as a profession and its place in the future of higher education in the United States.
2. To learn the professional ethics and expectations of student personnel work.
3. To become familiar with the concepts and philosophical framework for student personnel work.
4. To understand and be familiar with various administrative activities associated with student personnel services.
5. To understand and be familiar with various organizational structures of college and university student services administration.
6. To describe the type of work you wish to pursue upon completion of the degree.
7. To be able to identify current themes and critical issues for the student affairs profession.
8. To become familiar with the relevant literature, professional associations and scholars/practitioners in the field.

Course Policies, Expectations and Assignments

Attendance and Participation: Since our class meets once weekly, attendance is expected. After two absences, the overall final grade will be dropped one letter grade. We will start class on time and will remain in class for the entire three-hour period.

Be prepared to discuss assigned readings, ask insightful questions of presenters, and contribute to in class discussions. At all times, students should maintain a professional demeanor. Participation points are given at the discretion of the instructor.

All communication devices are to be off during class...no cell phones and no Blackberries! If you anticipate a situation that would require you to receive a message, please contact the instructor prior to the beginning of class so appropriate arrangements may be made.

Students with Disabilities: The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471.6259, 471.4641 TTY. For additional information, please refer to the Services for Students with Disabilities Web site at <http://deanofstudents.utexas.edu/ssd/>.

Scholastic Dishonesty: Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services Web site at <http://deanofstudents.utexas.edu/sjs/>.

Sexual Discrimination and Sexual Harassment: Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://www.utexas.edu/policies/hoppm/04.B.02html>. Interested students are also encouraged to call the Office of the Dean of Students at 471.5017 and ask to speak to the Associate Dean of Students.

University Electronic Mail Student Notification Policy: Official communication with students in this class will be conducted through e-mail. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information read <http://www.utexas.edu/its/policies/emailnotify.html>.

Course Evaluation: You will be asked to complete a mid-term evaluation of the course, and you will also be asked to provide the professor with informal feedback regarding aspects of the course that should be changed for future semesters. At the conclusion of the class, you will have the opportunity to evaluate the course and the instructor using the Standard University Course and Instructor Survey.

Readings: You should complete all assigned readings before the scheduled class sessions. Your responsibility to other students is to be prepared and to be able to engage in-group discussion. Required readings are in the Course Packet and our text, Critical Issues for Student Affairs: Challenges and Opportunities by Barr and Sandeen. Bring the appropriate one(s) to class. Other texts of interest include:

Barr, Margaret J., Desler, Mary K. & Associates. (2000)
The Handbook of Student Affairs Administration (2nd ed.)
 Washington, D.C.: National Association of Student Personnel Administrators

Komives, S. R. & Woodward D.B., Jr., (2003)
Student Services: A Handbook for the Profession (4th ed.)
San Francisco: Jossey-Bass

Hamrick, Florence, Evans, Nancy L. & Schuh, John H. (2002)
Foundations of Student Affairs Practice
 San Francisco: Jossey-Bass

Blimling, Gregory & Whitt, Elizabeth J. & Associates, (1999)
Good Practices in Student Affairs
 San Francisco: Jossey-Bass.

Love, Patrick G. & Estanek, Sandra M. (2004)
Rethinking Student Affairs Practice
 San Francisco: Jossey-Bass

Winston, R.B., Creamer, D.G., Miller, T.K. & Associates. (2001)
The Professional Student Affairs Administrator: Educator, Leader, and Manager
 New York: Taylor and Francis

New Directions for Student Services, Part of the Jossey-Bass Higher and Adult Education Series
 and is published quarterly by Jossey-Bass,
 San Francisco: Jossey-Bass

Useful Web Resources

American College Personnel Association <http://www.myacpa.org>
 Association of Institutional Research <http://airweb.org/>
 National Association of Student Personnel Administrators <http://www.naspa.org>

Assignments and Deadlines

Please see the assignment instructions at the end of the syllabus. All assignments are due at 4:00 p.m. unless otherwise noted. Please type all assignments and format with no less than 1” margins 12-point font and please double-space. Please do not e-mail me your assignments.

Purdue OWL Online

http://owl.english.purdue.edu/handouts/research/r_apa.html

APA Electronic References:

<http://www.apastyle.org/elecref.html>

Truss, Lynne, (2004) Eats, Shoots & Leaves. New York: Gotham Books

This is a former best seller about the zero tolerance approach to punctuation written in a witty informative style.

Shipley, David & Schwalbe, Will (2007) The Essential Guide to E-Mail for Home and Office. New York: Knopf Alfred

This is a useful tool for communicating via e-mail.

The Learning Skills Center located in Jester Center provides writing assistance for graduate students. Check out their Web site at <http://www.utexas.edu/student/utlc/>.

Writing Support Groups

An administrator with poor writing skills is at a disadvantage from the very beginning. Students are encouraged to support each other in the development of their writing skills, organize into writing support groups, and share drafts of class papers with group members for comments and suggestions for revision prior to submitting the completed paper to the instructor for grading. The quality of writing, and the scholarly effort placed in class papers will be a factor in determining grade distinctions.

EDP 391P – Fall 2008 Agenda and Class Meeting Schedule

September 8: Course overview, objectives and expectations

September 15: What is Student Affairs? Why choose Student Affairs?

Discussion: What is Student Affairs? What are the names and missions of the professional associations that create life-long learning staff development opportunities for us? Does the Student Affairs profession have a code of ethics? Are there published “best practices” to guide us in our work with students?

A panel discussion by individuals in the field.

Readings: Chapter 1 – packet Chapter 1 & 9 – Textbook

September 22: Making the decision, Financial Assistance, FEPRFA

Speakers: Office of Admissions
Office of Financial Services
Registrar's Office

Discussion: What are the factors students consider in selecting an institution of higher education? What are the issues surrounding enrollment management? What are the issues regarding financial aid for students? What is FERPA?

Readings: Chapter 2 –packet

Assignment: COMPARATIVE STUDENT AFFAIRS PROJECT DUE

September 29: Organization of Student Affairs

Speakers: Dr. Charles Roeckle, Deputy to the President
Dr. Juan Gonzalez, Vice President for Student Affairs

Discussion: How does UT's Division of Student Affairs compare to the institution in your research project?

Readings: Chapter 2 – textbook

October 6: A Successful Transition and Building Community

Speakers: New Student Services
Greek Life and Intercultural Education
Division of Housing and Food Service

Discussion: What are the issues surrounding the transition to college for new students? How do you build community on a university campus? What are some of the barriers that make community building a challenge?

Readings: Chapter 3- packet

October 13 Building Community.... Continued

Speakers: Texas Union
Student Activities and Leadership Development
Relationship Management and University Events

Readings: Chapter 4 – packet

Assignment: STUDENT AFFAIRS INTERVIEW PAPER DUE

October 20: Diversity

Speakers: Multicultural Information Center
International Office
Services for Students with Disabilities
Gender and Sexuality Center

Discussion: How is diversity defined on a university campus? What responsibility does a university have to promote diversity?

Readings: Chapter 5 – packet
Chapters 3 & 4 - textbook

October 27 : Wellness

Speakers: Counseling and Mental Health Center
Recreational Sports
University Health Services

Discussion: Why is wellness an important concept for universities? How do Student Affairs agencies work together to promote wellness?

Readings: Chapter 6–packet

Dr. Margaret J. Barr, Professor Emeritus, Northwestern University, speaker
Topic to be determined

Assignment: ISSUE PAPER DUE

November 3: Enhancing Student Persistence and the Academic Environment

Speakers: Academic Enrichment Services
Freshman Interest Group Program
University Learning Center

Discussion: What programs, policies, services should universities provide to help students remain academically successful? How can Student Affairs and Academic Affairs work together to create interventions that assist students academically?

Readings: Chapter 7– packet

November 10:* Enhancing Student Persistence and the Academic Environment
 Student Judicial Affairs
 Class Presentations

Speakers: Academic Advising
 University Learning Center
 Academic Integrity and Standards of Conduct
 Class Presentations

Discussion: Continuing discussion from last class regarding student persistence and the academic environment. What is the role of judicial services on a university campus in upholding standards of conduct and academic integrity? How does this area interact with faculty, law enforcement and legal counsel?

Readings: Chapter 8 –packet

Assignment: *EVALUATION OF CAMPUS PROGRAM PAPER DUE*

November 17: Preparing Students for the Future
 Data Collection, Student Surveys

Speakers: Career Exploration Center
 Leadership Development Programs
 Texas Campus Career Council
 Volunteer and Service Learning Center
 Gary Lavergne

Discussion: What responsibility does Student Affairs have to prepare students for the future? How do various constituencies on a university campus work together to achieve this goal? Why do we collect data in Student Affairs? How do we utilize the data we collect?

Readings: Chapter 9– packet

November 24: Class Presentations

Assignment: *CAREER PATH ASSIGNMENT PAPER DUE*

December 1: Last Class, Course Evaluation, Conclusions

Class Assignment Instructions

Personal Essay – Due September 8

Rationale and Guidelines

You have chosen to pursue a master’s degree in College Student Personnel Administration. In a short paper (no more than 3 pages) reflect upon why you decided to enter this professional field and what you hope to gain from this class. Share what might have been for you “defining moments”, individuals who may have influenced you, and your goals for this class.

Comparative Student Affairs Project – Due September 22

Rationale and Guidelines

It is essential for any Student Affairs practitioner to understand how Student Affairs functions fit within the university framework. Although this course will use the expertise and resources available on the University of Texas at Austin campus, it is important to recognize the different Student Affairs structures that exist at universities nation-wide. This assignment will give you the opportunity (1) to examine the organization and administration of Student Affairs at another institution; and (2) to gather information about the individual who is in charge. Researching and writing about comparison institutions and their practices is an important skill for a Student Affairs practitioner.

For the college or university you are assigned, research that institution’s Student Affairs function and the individual who is in charge of that division. Be prepared to discuss your findings in class. Make sure to include the following information in your paper:

- Institution Name
 - Location
 - Size
 - Institution Type
 - What makes this institution unique?
 - Who leads this area? Share the name, title, academic background, honors, recognition, writings, research, professional affiliations, years in current position
 - What functional areas are found in this division? What functional areas did you expect to find in the division that were located elsewhere in the institution?
 - If the institution does not have a Division of Student Affairs, please discuss where Student Affairs-like functions fit.
 - Where does this area fit in the institution’s organizational chart?
 - To whom does this area report?
 - How does this institution compare to your undergraduate institution?

You will be graded on your written project as well as your contributions to the class discussion. This paper will be approximately five pages. Feel free to include charts or graphs if appropriate.

Student Affairs Interview Paper - Due October 13

Interview a Student Affairs professional in an area that interests you (yes, it may be your immediate supervisor).

Discover why they selected the specific area, what challenges they face, what are the rewards, what do they wish they had learned in graduate school or in their previous employment, what surprises have they have encountered. Describe their personal working space and your impression of their environment. What did it tell you about the individual?

Write a 3-5 page paper describing what you learned about them, their space and your reaction? Address such questions as: Is this area still of interest to you? Why or why not? What surprised you?

Issue Paper – Due October 20

Rationale and Guidelines

Student Affairs staff members are often called upon to prepare (1) written documents explaining issues facing their administrative units; (2) proposals for new programs; or (3) documents of the need to continue existing program. Since these papers are often read by administrators, faculty or governing boards with little expertise in Student Affairs, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important. This assignment will assist you in developing the skills that will enable you to communicate in a clear manner. Furthermore, the assignment is intended to familiarize you with important issues in higher education and higher education literature. Topic choices for this paper will be distributed two weeks before the due date.

The purpose of an issue paper is to identify and discuss an important, current issue or question in Student Affairs. To prepare an issue paper, you will want to read and possibly conduct interviews. Please see your course instructors if you need names of person to contact who may have something to contribute to your issue. Resources for researching your paper may include: Journal of College Student Development, National Association of Student Personnel Administrators Journal, Initiatives (NAWE), The Journal of Higher Education, The Journal of College and University Housing.

The paper can be as brief as four paragraphs: one paragraph to delineate the issue, one to give the “pro” side of the issue, one to give the “con” side, and one to state your conclusions. The final paper cannot be more than two pages (double spaced) in length, including references.

References must follow the APA format as discussed earlier. References should be listed at the bottom of the page. At least one reference is required for each “pro” and “con” position. You may also incorporate interview data as well.

Some examples of issue subjects include:

- Campus administrators should designate free speech zones on campus.
- All students should be required to complete one ethics course to graduate.
- University boards should have the power to set their own tuition.
- Title IX should be stricken from intercollegiate athletics.

Rationale and Guidelines

Generally speaking, Student Affairs practitioners will at some point in their career advise students in such arenas as student governance, leadership retreats diversity initiatives, entertainment events, volunteer and service learning programs, academic enrichment programs, honors programs, new student orientation activities, parents' programs, lectures series, wellness programs, and university recruitment events, to name a few.

The purpose of this assignment is for you after getting approval from the instructor, to select and attend one event. Answer such questions as:

History: Describe the history of the event. Does it occur on an annual basis? If so, when did it begin? Or does the event occur weekly, monthly? Who initiated the concept? Where and what point(s) in the semester does the activity occur? What is the venue?

Attendance: Is attendance restricted in any way? How is the event publicized? Actual number in attendance or your estimate. Was the turnout what the program planners anticipated? Why or why not?

Cost: What was the actual cost of the event? If unavailable, estimate. What was the per student cost? What is the funding source? In "tight" budget years, should this program continue? Remain the same? Downsized?

Staffing: What is the role and title of the Student affairs Administrator? Role of the students? Were the students selected? If so, by whom? Elected? If so, by whom?

Success: What are the expected outcomes of the event? How is the program evaluated? What constitutes success?

Reaction: What are your personal and professional reactions to this event? Would you be interested in this practitioner's job in the future? Why or why not?

This paper should be about five pages in length.

Career Path Assignment –November 24

Rationale and Guidelines

It is essential for any Master's level student, regardless of previous experience or preparation, to consider their education as part of a larger career plan. Careful examination of the motivation and goals for pursuing an advanced degree can assist any student in their future. A good understanding of the available career options in Student Affairs and higher education can further expand a practitioner's knowledge of the educational system in general.

Part I

Develop and submit a career plan appropriate upon completion of your degree. In this 3-5 page paper, discuss the type of position you expect to hold, how long you expect to stay in this type of position, the size, location and type of institution in which you would like to work, and the salary range at which you expect to start. Avoid just listing the information requested, but discuss your rationale and motivation behind your responses. Don't forget to include a discussion of the goals and experiences you plan to have prior to the completion of your degree.

Part II

Examine the Chronicle of Higher Education or other sources for educational jobs that might interest you and submit three ads. Prepare a cover letter to submit to one of these ads.

Oral Presentations: Due November 10 (2) and November 24

Rationale:

Student affairs professionals know that our field is ever changing as new federal/state legislation is passed, social mores change, the state and national economy ebbs and flows, and student needs vary from generation to generation.

In order for us to stay abreast of our changing landscape, it is imperative that we identify those issues, opportunities, and challenges that need our attention and develop programs, policies, and protocols to ensure that we provide responses that will improve campus life for our students and all members of our university community.

Topics for this assignment include, but are not limited to risk management, spirituality, crisis response, assessment and evaluation, student affairs development/fundraising, the 2nd year experience, substance abuse, helicopter parents, cyber harassment. The instructor must approve all topics.

Students will work in pairs. An oral presentation of 20-25 minutes, along with a detailed handout for all members of the class is required for this assignment. Students will be evaluated on both content and oral presentation skills

Your presentation should address such questions as:

- Why did this topic emerge as an important one for us to study and when did that occur?
- How are universities addressing or not addressing the issue?
- What are the issues (the parameters) that need to be considered?
- Is this topic one that is addressed by various offices throughout the campus community or is one single office responsible for the policy/program/protocol?
- Are there model programs/policies/protocols that you discovered in your research? Why did you select these as models?
- Are there other issues related to your topic that need to be addressed?

Final Paper - DUE DECEMBER 12 at noon

Rationale and Guidelines

Topic One: Most administrators would argue that regardless of an institution's formal mission statement, the purpose of all universities is to transform lives. Discuss how Divisions of Student Affairs support that universal mission.

Topic Two: Examine UT-Austin's Core Purpose and Values. Select two areas of Student Affairs at UT and discuss how both of them contribute to each value.

The purpose of this paper is for you to demonstrate your synthesis of the information covered in class throughout the semester. Using your research, your creativity and your analytical skill, please address one of the topics discussed below. Your paper should be about 7 to 10 pages in length, using APA style, and references where appropriate. Please staple your paper and include a cover sheet. Please don't use report covers or binders

