

Student Affairs in Higher Education

University of Texas - Pan American

EDUL 8341.01R

FALL 2009

Wednesday 4:30 – 7:00 p.m.

Professor: Dr. Miguel Nevarez

Email: mn38f1@utpa.edu

Office: EDCC 3.216

Phone: 956-381-2102

Office Hours:

Professor: Dr. Magdalena Hinojosa

Email: hinojosam@utpa.edu

Office: SSBL 3104

Phone: 956-381-3541

Course Description

The course is an introduction to the relationship of student affairs to academic endeavors at institutions of higher learning. Within this review, an examination will be made of the skills and competencies needed by practitioners in this profession. The study will be set within the context of the historical, philosophical and theoretical development of the profession of student services in higher education. The primary mode of study will be with the use of case studies. The course will be conducted in a seminar format with class discussions, guest speakers and student-led discussions and presentations.

Course Purpose

To provide graduate students the opportunity to become aware of the profession of student services, the skills needed of professionals in this area, the roles they play within the institution and the professional standards expected in the area of student services

Course Objectives

- (1) become familiar with the historical, philosophical and theoretical bases of conducting the operations under student services at an institution of higher learning;
- (2) understand the many roles required of professionals working under the division of student services;
- (3) become familiar with the standards of the profession of student services, and its professional associations;
- (4) understand the functions that impact student life in a university setting and the relationship amongst these to the goals of the institution;
- (5) analyze and articulate the organization and management of programs and services contributing to student life in higher education;
- (6) problem-solve common challenges related to current issues in student services in higher education

Required Textbooks

Komives, S.R., Woodard, D.B. & Assoc. (2003). *Student Services: A handbook for the profession*, 4th Ed. San Francisco: Jossey-Bass. ISBN# 0-7879-6050-0

Stage, F.K. & Dannells, M. (2000). *Linking theory to practice: Case studies for working with college students*, 2nd. Ed. Ann Arbor, MI: Routledge Publishing . ISBN# 1-56032865-7

Related literature from additional sources will be presented as noted on the assignment calendar for the course. It is the responsibility of the students to obtain the additional readings through the UTPA Library and internet sources.

Class Policies

Expectations and Grading: Students are expected to maintain academic honesty in the completion of all stated assignments. Class discussions are expected to reflect the required readings, prior to attendance in class. Assignments are expected to be fully completed prior to or on the specified due date.

Readings: It is expected that students will read, in advance of class, the stated assignment from one of two texts and/or the recommended journal readings, as posted on the class calendar.

Attendance and Participation: Students will be expected to be in attendance at every class meeting. If individual matters create a major problem to being in attendance, the student must make prior arrangements with the professor.

Standards: The standards of appropriate behavior prevail at the University of Texas Pan American. Students are expected to comport themselves as reasonable, respectful, intellectual beings. The serious nature of the course of study undertaken sets the parameters of acceptable behavior. In all instances, respect for others in the class is the dominant standard.

Academic Dishonesty: Please access the UTPA handbook of operating procedures, Section 5.5.1 (Student Conduct) and Section 5.5.2 (Student Conduct Code) for further explanations

Special Needs: If you have a documented disability which will make it difficult for you to carry out the course work as outlined, or if you need special accommodations/assistance due to the disability, please contact the Office of Services for Persons with Disabilities (OSPD), Emelia Ramirez Schunior Hall, Rm. 100

Grading Policies

Class Participation – 20%

As in any doctoral course, students and faculty need to be co-owners of the class and collectively responsible for its quality and outcomes. Students are expected to actively participate in dialogue over the case studies analyzed from the required textbook. Discussions will reference the theoretical base of the profession and the skills used in case analysis.

Discussion Leadership – 15%

Each student will be part of a pair or team that will be responsible for leading the discussion for one week's topical material. All seminar participants should read all the readings, but the assigned discussion leaders will frame and lead the discussion.

Individual case study presentations – 25%

Students will select an area of concentration from within the student affairs domain to conduct an individual, in-depth case study for presentation to the class.

Case Study Paper – 50%

The purpose of this paper is to critically and analytically analyze an issue dealing with student affairs administration in higher education or community college education. The papers will follow the format presented in the Stage and Dannells (2000) book.

Useful websites

American Association of University Professors – www.aaup.org

American College Personnel Association – www.acpa.nche.edu

American Council on Education – www.acenet.edu

Division J: Postsecondary Education of the American Educational Research Association – www.aera.net/divisions/Default.aspx?menu_id=82&id=75

Association for the Study of Higher Education – www.ashe.ws

Chronicle of Higher Education – www.chronicle.com

National Association of School Personnel Administrators (NASPA) – Student Affairs Personnel in Higher Education – www.naspa.org

Student Affairs – www.studentaffairs.com

READING ASSIGNMENTS

August 26: Introduction

PART I - THEORY OF THE PROFESSION

September 2: Historical Development

Discuss: Komives – Part One (Chapters 1-3)

September 9: Standards of the Profession

Discuss: Komives – Part Two (Chapters 4-7)

September 16: Theoretical Bases

Discuss: Komives – Part Three (Chapters 8-14)

September 23: Analysis of Case Studies

Discuss: Stage & Dannells – Part One (Chapters 1-3)

PART II - ORGANIZATION OF STUDENT AFFAIRS

September 30: Organization and Management of Services

Discuss: Komives – Part Four (Chapters 15-18)

Huddleston, T. (2000). Enrollment Management, *New Directions for Higher Education*, 111: Fall, 2000

October 7: Organization and Administration

Discuss: Komives – Assessment and Evaluation (Chapter 26)

Stage & Dannells – Organization and Administration (Chapter 4)

October 14: Organization and Administration (cont)

Discuss: Komives – Assessment and Evaluation (Chapter 26) cont

Stage & Dannells – Organization and Administration (Chapter 4) cont

Kuk, L. & Banning, J.H. (2009). Designing student affairs organizational structures: Perceptions of senior student affairs officers. *NASPA Journal*, 46(1), 94-117

PART III - STUDENT LIFE

October 21: Leadership and Student Activities

Discuss: Komives – Leadership (Chapter 20)

Stage & Dannells – Student Activities (Chapter 7)

October 28: Academic Issues

Discuss: Komives – Teaching (Chapter 21)

Stage & Dannells – Academic Issues (Chapter 8)

November 4: Advising and Counseling Students

Discuss: Komives – Counseling and Helping Students (Chapters 22 & 23)

Stage & Dannells – Advising and Counseling (Chapter 5)

November 11: Legal and Diversity Issues

Discuss: Komives – Multiculturalism (Chapter 19);
Conflict Resolution (Chapter 24)

Stage & Dannells – Legal and Judicial Matters (Chapter 9)

Janosik, S.M. (2005). Anticipating Legal issues in higher education. *NASPA Journal* 42(4).

November 18: Residence Life, Wellness Centers, and Health Services

Discuss: Stage & Dannells – Residence Life (Chapter 6)

Kaya, N., (2004). Residence hall climate: Predicting first-year students' adjustments to college. *Journal of the First-Year Experience*, 16(1), 101-118.

Inkelas, K.K.,Daver, Z.E., Vogt, K.E. and Leonard, J.B., (2007). Living-Learning programs and first-generation college students' academic and social transition to college. *Research in Higher Education*, 48(4), 403-434.

November 25 **Student Case Study Presentations**

December 2 **Student Case Study Presentations**

December 9 **Student Case Study Presentations**