

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
School of Education
Curriculum & Instruction

COURSE SYLLABUS – F06

Course Prefix and Number: CUI 688B-01

Course Title: Critical Issues for Student Affairs

Credits: 3

Course Prerequisites/Corequisites: None

For Whom Planned: This course is an elective course in the Higher Education concentration at the graduate level.

Instructor Information:

Instructor	Deborah J. Taub, Ph.D.
Office	301-B Curry
Office Hours	Wed., 1:30-3:30 pm, and by appointment
Office Phone	334-4668
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Course Purpose/Catalog Description:

The purpose of this seminar is to explore contemporary critical issues for the student affairs profession. Among the issues to be considered: the foundation of the profession, assessment, attracting and retaining a diverse staff, helping students learn about diversity, responsibility for the lives of students, and the role of professional associations.

Teachers Academy Conceptual Framework Mission Statement: *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.*

Course Goals and/or Objectives/Student Learning Outcomes: Instructor's statement of learning outcomes OR goals/objectives from state or national professional standards (please identify the organization, e.g. DPI, CEC, etc.)

Teaching Strategies: This course will employ primarily class discussion, guest speakers, and some lecture.

Evaluation Methods and Guidelines for Assignments:

Grading

Grades will be based on the quality of your completed work. Please feel welcome to come and speak with me if you have concerns about any aspect of your work for this class. (The time to do this is not after all work has been turned in and grades recorded.)

The following distribution of points will apply to the assignments for this course:

Readings and Participation	10
Professional Preparation Paper	25
Selecting Readings	15
Tenth Critical Issue Paper and Presentation	50
Total	100

Grades will be determined and awarded according to the following scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = Below 60

Assignments

Professional Preparation Paper

In considering the critical issue “What is the foundation of student affairs?” Sandeen and Barr (2006) stated: “The complexities of the roles of new student affairs professionals must assume in complicated and ever-changing organizations require a new perspective on graduate education for student affairs professionals” (p. 23). In your paper (6-8 pages) describe a graduate preparation program in student affairs of your own design. Consider: What is essential to include in master’s-level preparation for student affair professionals? Why? What are the foundations of the profession? In this paper I am particularly interested in the content that you would choose to include in graduate preparation and your justification for your choices.

Due: 9/11

Selection of Supplemental Readings for Class

Identify three readings (journal articles, book chapters, etc.) related to the topic of one of the identified class sessions for the entire class to read and discuss. You must have the readings identified and located by the class session two sessions before the class in question to give everyone time to prepare the readings for class.

Due: Two weeks before the relevant class

The Tenth Critical Issue for Student Affairs

In their preface Sandeen and Barr acknowledged that the nine issues discussed in their book are not the only critical issues that face student affairs. For this assignment you are to identify an additional critical issue for the student affairs profession. Using the format of Chapters 1-8 of Sandeen and Barr (2006), write a paper examining that critical issue and making suggestions for action. Your paper should include references to the literature and should be approximately 10-15 pages in length.

You also will prepare a brief presentation for class of your critical issue. Details for the presentation will be discussed in class.

Due: 12/4

Required Text(s)/Readings/References:

Text:

Sandeen, A., & Barr, M. J. (2006). *Critical issues for student affairs*. San Francisco: Jossey-Bass.

Readings:

Ardaiolo, F. P., Bender, B. E., & Roberts, G. (2005). Campus services: What do students expect? In T. E. Miller, B. E. Bender, & J. H. Schuh (Eds.), *Promoting reasonable expectations: Aligning student and institutional views of the college experience* (pp. 84-101). San Francisco: Jossey-Bass.

Blake, E. S. (1979, September). Classroom and context: An educational dialectic. *Academe*, 280-292.

Bonfiglio, R. A. (2002, January/February). Doing less. *About Campus*, 30-32.

Holt-Shannon, M. (2001, July/August). White hesitation. *About Campus*, 31-32.

Taub, D. J. (2000). Our literature, our heritage. In G. Stewart (Ed.), *The Maryland papers: Creating student affairs history* (p. 47). College Park, MD: College Student Personnel Program and the Division of Student Affairs, University of Maryland College Park.

Taub, D. J., & McEwen, M. K. (2006). Decision to enter the profession of student affairs. *Journal of College Student Development*, 47, 206-216.

Tull, A. (2006). Synergistic supervision, job satisfaction, and intention to turnover of new professionals in student affairs. *Journal of College Student Development*, 47, 465-480.

Topical Outline:

Schedule

Date	Topic	Due
8/14	Introduction	
8/21	What is the Foundation of Student	CISA, Ch. 1

	Affairs?	SPPOV (1937), SPPOV (1949), Student Learning Imperative, Principles of Good Practice in Student Affairs, Powerful Partnerships [all can be found at www.myacpa.org/pub/pub_othermedia.cfm]
8/28	What is the Foundation of Student Affairs?	Review CISA, Ch. 1 Learning Reconsidered (ACPA & NASPA, 2004) [can be found at www.myacpa.org/pub/pub_othermedia.cfm] Taub (2000)
9/4	LABOR DAY	
9/11	Where Should Student Affairs Be Placed Within the Organizational Structure of the Institution?	CISA, Ch. 2 Blake (1979) Professional Preparation Paper Due
9/18	How Should Student Affairs Help Students Learn About Diversity?	CISA, Ch. 3 Holt-Shannon (2001)
9/25	How Should Student Affairs Help Students Learn About Diversity?	Review CISA, Ch. 3
10/2	How Do Sources of Revenue Affect Student Affairs?	CISA, Ch. 5
10/9	FALL BREAK	
10/16	What is the Role of Student Affairs in Assessment? Guest: Dr. Deborah Bennett, Associate Professor of Educational Studies, Purdue University	CISA, Ch. 7
10/23	How Can Student Affairs Attract and Retain a Diverse Staff?	CISA, Ch. 4 Taub & McEwen (2006)
10/30	How Can Student Affairs Attract and Retain a Diverse Staff?	Review CISA, Ch. 4 Tull (2006)
11/6	What is the Role of Student Affairs in Non-traditional Educational Settings?	CISA, Ch. 6
11/13	Who Has Responsibility for the Lives of Students? Guest: Dr. Edward F. Morris, Director, Counseling & Testing Services, UNCG	CISA, Ch. 8
11/20	Who Has Responsibility for the Lives of Students?	Review CISA, Ch. 8 Bonfiglio (2002) Ardaiolo, Bender, & Roberts (2005)
11/27	How Should Professional Associations Serve Student Affairs? Guest: Dr. Cherry M. Callahan, Associate Vice Chancellor for Student Affairs, UNCG	CISA, Ch. 9
12/4	Presentations	10th Issue Paper and Presentation Due

Other Information:

Attendance and Participation

As a graduate class, this course depends on your coming to class prepared to participate. This course is intended to be highly interactive. As such, your attendance is critical for your own learning and for that of your classmates. If you are going to be unable to attend a class, please let me know *in advance* (you can call my office at 334-4668 and leave a message for me or send me an e-mail). As you can see from the distribution of points outlined below, 10% of your grade is determined by class participation; you cannot participate if you are not present. You are expected to have completed the reading assignments prior to class. All of us benefit from your informed participation. For the purposes of earning participation points, participation is defined as attending class, being on time for class, being prepared for class, being an active participant in general class discussions, and being an active participant in small group activities. *Students missing class will be required to complete an alternate assignment. You must contact me about alternate assignment arrangements no later than the class session following the class session missed. Missing 3 classes or more will result in the loss of all of your participation points.*

Academic Integrity

I expect your work for this class to be characterized by the highest standards of academic integrity. This includes, but is not limited to, appropriate documentation and referencing in your work. I encourage you to become familiar with UNCG's Academic Integrity Policy (academicintegrity.uncg.edu). I also direct your attention to the discussion on ethics and plagiarism in the APA manual. You will receive a score of zero points for any assignment that violates the standards of academic integrity (cheating, plagiarism, etc.) and may be subject to further disciplinary action as outlined in UNCG's Academic Integrity Policy.

In accordance with the Academic Integrity Policy, I ask that you include and sign UNCG's Academic Integrity Pledge on each written assignment that you submit. The pledge:

I HAVE ABIDED BY THE UNCG *Academic Integrity Policy* ON THIS ASSIGNMENT.

Student's Signature _____ Date _____

About Written Work

I expect graduate-level writing skills from you in your written work for this class. This includes grammar, punctuation, spelling, and clarity of expression; please proof-read your work carefully. I will deduct points from assignments for more than an occasional error. In addition, I will expect your papers to conform to APA (5th edition) style and will deduct points for errors in APA style. If you are unfamiliar with APA style (or unfamiliar with the 5th edition), you will want to obtain the APA style manual [American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.]. An excellent guide to APA style can be found online at owl.english.purdue.edu/owl/resource/560/01. In all, I will deduct up to one-half a letter grade for APA and other errors.

Please do not turn in your papers in covers or folders; simply staple the pages together (please do not use paper clips).

Unless otherwise stated, assignments are due in class on the due dates indicated in the syllabus; papers that come in after that class date and time are considered late. *Late papers will be penalized by one letter grade for each week they are late.*