

**Syllabus**  
**EDAD 631: Student Affairs Functions**  
**Texas A&M University**  
**Fall 2005**  
**Wednesdays 1:30 - 4:30 p.m.**  
**117 Koldus Conference Room**

**Instructor:**

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**Course Description:**

The Student Affairs Functions course is designed to provide students an overview of the student affairs profession in American higher education. Specifically, the course will focus on the following areas:

- philosophical and theoretical foundations of student affairs
- roles and functions of professionals in the field
- skills and competencies necessary to be a professional in the field
- an awareness of current issues in student affairs and their implications for student affairs practice.

**Course Objectives/Desired Learning Outcomes:**

By the conclusion of the course, students will have developed...

1. A greater understanding of personal attributes and professional skills and competencies that enhance effectiveness and contribute to professional success and career goal achievement.
2. A career development plan that identifies (a) career goals, (b) the major roles, competencies and responsibilities of desired positions, and (c) learning strategies necessary to achieve these goals.
3. An understanding of the foundations, values and professional ethics underlying student affairs and the ability to translate these into practice.
4. A working knowledge of the primary functional areas in student affairs, how they differ by type of institution, essential competencies needed by student affairs professionals, and the current issues, trends, and controversies dominating each area.

**Texts:**

Komives, S.R., Woodard, D.B., Jr., & Associates. (2003). *Student services: A handbook for the profession* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

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MacKinnon, F.J.D. & Associates. (2004). *Rentz's student affairs practice in higher education* (3<sup>rd</sup> ed.).  
Springfield, IL: Charles C. Thomas.

**Other readings will be disseminated in class. Some of these include the following:**

American College Personnel Association. (1994). *The student learning imperative: Implications for student affairs*. Alexandria, VA: Author.

Blimling, G.S., Whitt, E.J. & Associates. (1999). *Best practices in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.

Kuh, G.D., Lyons, J.W., Miller, T.K., & Trow, J. (1993). *Reasonable expectations*. Washington, DC:  
National Association of Student Personnel Administrators.

Keeling, R.P. (2004). *Learning reconsidered: A campus-wide focus on the student experience*.  
Washington, DC: National Association of Student Personnel Administrators.

National Association of Student Personnel Administrators. (1987). *A perspective on student affairs*.  
Washington, DC: Author.

Principles of Good Practice for Student Affairs. Retrieved August 26, 2004 from  
<http://www.acpa.nche.edu/pgp/principle.htm>.

Powerful Partnerships. Retrieved July 14, 2003 from [http://www.aahe.org/teaching/tsk\\_free.htm](http://www.aahe.org/teaching/tsk_free.htm).

The American Council on Education. (1937). *The student personnel point of view*. Washington, D.C.

The Student Personnel Point of View, 1949. Retrieved August 26, 2004 from  
<http://www.myacpa.org/pub/documents/1949.pdf>.

***The Chronicle of Higher Education***. Please plan to scan this weekly publication on a regular basis to stay abreast of current issues facing higher education. Copies are available from my office, the library, and many departments within the Division of Student Affairs.

## Summary of Course Requirements/Assignments:

1. **Participation.** An effective graduate class involves (1) Attendance, (2) Focused attention, (3) Preparation, and (4) Involved participation and interaction. Absences will be reflected in your final participation grade. Please contact me in advance if you must miss class. It is your responsibility to have someone obtain class materials if you are absent.
2. **Personal & Professional Assessment.** A major part of professional and personal effectiveness is the ability to assess your attributes, skills, philosophies, and attitudes. It is important to gain an understanding of the competencies and skills needed in this field. Equally important is an awareness of which of those you handle well and those that need development for you to successfully achieve your career goals. Each student is required to complete the following assignments related to personal and professional development.

- a) **Personal Growth Checklist**

The Personal Growth Checklist will help you identify your level of skills and attitudes important in student affairs. After completing the checklist, examine it for patterns or trends that you see in your strengths and areas for improvement. Identify 4-5 items that you want to work on this year by circling the area. Students are welcome to set-up an individual meeting with Jan to discuss strategies and support mechanisms to help you achieve your personal growth goals and plans.

- b) **Professional Philosophy Statement**

To help students articulate a philosophy of practice that will guide your professional behaviors and commitments, you will be required to develop a professional philosophy statement articulating your professional beliefs and vision about working with students in higher educational settings. This can be in any form (e.g. a personal belief statement, a credo, a narrative, etc.), but **must indicate evidence of thoughtful reflection and integration of philosophical beliefs, assumptions and values from significant foundational readings** (e.g. *A perspective on student affairs*).

- c) **Career Growth Plan** (See **Attachment A** for more details.)

The purpose of the Career Growth Plan is to identify (a) your motivation for seeking a career in student affairs, (b) your career goals, (c) the major roles, competencies and responsibilities of desired positions, and (d) the learning strategies necessary to achieve these goals.

The plan should be detailed, utilizing interviews with student affairs professionals, readings and information from the Functional Area Presentations, CAS Standards, and other material as needed. **You must interview student affairs professionals in the career area you have identified** to discuss the skills, roles, competencies, and responsibilities of the position and to learn what paths may be followed to get there. The staff can be at Texas A&M University or on other campuses.

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3. **Functional Area Projects.** Students will conduct research and make a presentation on one functional area. (See **Attachment B** for assignment description).
4. **Readings.** Almost every class period will have assigned reading. You will be expected to have completed these readings prior to class and be prepared to participate in discussion of any chapter. A portion of your class participation grade will be based on your preparedness and interaction.
5. **Final Exam or Paper.**

**Evaluation/Grading/Due Dates:**

	<u>Due Dates</u>	<u>Points</u>
Class participation/responses to presentations		75
Personal Growth Checklist	Sept. 7	15
Professional Philosophy Statement	Oct. 26	60
Career Growth Plan	Nov 16	100
Functional area projects	Sept. 28 - Nov 9	150
Final Exam/Paper	Dec 7	<u>100</u>
		500

Total Points: 500

A = 450-500

B = 400-449

C = 350-399

D = below 350

**Note:** All written work will be graded on both form and content and must follow APA style. In addition to being proficient with APA formatting style, it is suggested that students read chapter two of the APA manual (**Expressing Ideas and Reducing Bias in Language**) for a review of effective writing skills.

**Other Important Information:**

**Americans with Disabilities Act.** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Office of Services for Students with Disabilities in Cain Hall, 845-1637.

**Diversity.** The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or

disability. The College of Education and Human Development is an open and affirming organization that does not tolerate discrimination, vandalism, violence, or hate crimes, and we insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community.

**Aggie Honor Code:** “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state the following commitment on examinations, papers, and other academic work: "On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work." Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/).

## EDAD 631 Class Schedule

**Aug. 31**    **Introductions and Course Overview**  
**Overview of APA, Presentation Equipment, and Graphic Standards for Power Point**

*Handouts:* Personal Growth Checklist

*Task:* Select Preferred Functional Areas

*Readings:* Komives Ch. 2 (Institutional Diversity in American Higher Education, p. 23)  
Komives Ch.15 (Organization & Functions of Student Affairs, p. 339)

**Sept. 7**    **Ethical Standards and Principles**

*Readings:* Komives Ch. 6 (Ethical Standards and Principles, Resources A-C)

**Development of Student Affairs; Intro to Philosophy/Values Guiding the Profession**

*Readings:* Rentz Ch. 2 (Student Affairs: An Historical Perspective, p. 27)

Komives Ch. 4 (The Development of Student Affairs, p. 65)

Komives Ch. 5 (Philosophies/Values Guiding the Profession, p. 89)

*Due:* Personal Growth Checklist

*Handouts:* CAS Standards; Readings for next week

**Sept. 14**    **Philosophy, Values, Foundations and Principles (Cont'd)**

*Readings:* *Student Personnel Point of View (1937), Student Personnel Point of View (1949), A Perspective on Student Affairs, Reasonable Expectations, The Student Learning Imperative, Powerful Partnerships.*

*Handouts:* Readings for next week

**Sept. 21**    **Student Affairs/Academic Integration**

Dr. Tim Peterson, Dir. of Undergraduate Learning Assurance, Mays Business School

Dr. Craig Rotter, Coordinator of Leadership Development, Residence Life

*Readings:* Komives Ch. 29 (Using the Lessons of Research to Develop Partnerships)

Articles disseminated on Sept. 14 (*Learning Reconsidered*, etc.)

**Sept. 28**    **Dynamics of Campus Environments**

Merna Jacobsen, Coordinator of Organizational and Staff Development

**Functional Area Presentation/Discussion: Residence Life**

TAMU Resource – Ron Sasse, Director of Residence Life

*Readings:* Rentz Ch.10 (Residence Halls, p. 268)

Komives Ch.13 (Dynamics of Campus Environments, p. 297)

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**Oct. 5 Advising and Consultation**

Dr. Kevin Jackson, Director of Student Activities

**Functional Area Presentation/Discussion: Student Activities/Student Unions**

TAMU Resource – Dr. Kevin Jackson

*Readings:* Komives Ch. 23 (Advising & Consultation, p. 507)

Rentz Ch. 11 (Student Activities, p. 298)

Komives Ch. 27 (Professionalism, p. 573)

**Oct. 12 Conflict Resolution**

Bobby Tucker, Program Coordinator, Student Activities

**Functional Area Presentation/Discussion: Judicial Affairs/Discipline**

TAMU Resource – Ann Goodman, Associate Director of Student Life

*Readings:* Komives Ch. 24 (Conflict Resolution, p. 525)

Rentz Ch. 7 (Discipline and Judicial Affairs, p. 178)

**Oct. 19 Managing Human Resources**

Cynthia Hernandez, Coordinator, New Student Programs

**Functional Area Presentation/Discussion: Orientation**

TAMU Resource – Cynthia Hernandez

*Readings:* Rentz Ch. 9 (Orientation, p. 239)

Komives Ch. 18 (Managing Human Resources, p. 397)

**Oct. 26 Multiculturalism/Diversity**

Director of Multicultural Services

**Functional Area Presentation/Discussion: Multicultural Affairs**

TAMU Resource: Director of Multicultural Services

*Readings:* Komives Ch. 19 (Multiculturalism, p. 423)

Rentz Ch. 8 (Multicultural Affairs, p. 218)

Rentz pp 388-393 (Social Justice in Student Affairs)

*Assignment Due:* Professional Philosophy Statement

**Nov. 2 Leadership**

Merna Jacobson, Coordinator of Organizational and Staff Development

**Functional Area Presentation/Discussion: Enrollment Management/Admissions**

TAMU Resource – Associate Provost for Enrollment

*Readings:* Komives Ch. 20 (Leadership, p. 447)

Rentz Ch. 3 (From Admissions to Enrollment Mgmt., p. 58)

**Nov. 9 Functional Area Presentation/Discussion: Academic Advising**

TAMU Resource – Sallye Henderson, Associate Director, Academic Programs

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**International Student Services**

Dr. Suzanne Droleskey, Executive Director, International Student Activities

*Readings:* Rentz Ch. 4 (Academic Advising)

**Nov. 16 Responding to Special Populations: Disability Services, Women's Programs, Lesbian, Gay, Bisexual and Transgender Issues**

Dr. Anne Reber, Director of Disability Services

Sara Bendoraitis, Program Coordinator, Women's Center/Gender Issues Education Services

*Readings:* Komives Ch. 3 (The Many Dimensions of Student Diversity, p. 45)

*Task:* Disseminate Final Exam/Paper Assignment

*Assignment Due:* Career Growth Plan

**Nov. 23 No Class (Day before Thanksgiving)**

**Nov. 30 Review Career Growth Plans, Synthesis**

*Readings:* Komives, Ch. 30 (Shaping the Future, p. 637)

**Dec. 7 Wrap-up and Class Evaluation**

*Assignment Due:* Final Exam/Paper, Course Evaluations

## Attachment A

### **Career Growth Plan Assignment Description**

The purpose of the Career Growth Plan is to identify (a) your motivation for seeking a career in student affairs, (b) your career goals, (c) the major roles, competencies and responsibilities of desired positions, and (d) the learning strategies necessary to achieve these goals.

The plan should be detailed, utilizing interviews with student affairs professionals, readings, information from the Functional Area Presentations, CAS Standards, and other material as needed. You must interview/consult with student affairs professionals in the career area you have identified to learn what paths may be followed to get to the role you wish to pursue. They can be at Texas A&M University or on other campuses. Include the professionals you interviewed in your references list.

Follow the steps outlined below in writing your paper. In other words, use the following categories as the format of your paper:

- (a) Personal Motivations. Begin your paper with a brief reflection/summary of your personal motivations for seeking a career in student affairs.
- (b) Desired Position. Describe the type of position you would like to hold within 5-10 years. Include the following information:
  - Title
  - Setting (type of institution such as public/private, size, geographical area, etc.)
  - Requirements for the position (academic preparation, professional qualifications, etc.)
- (c) Major roles/competencies/responsibilities. Describe the major roles, competencies, and responsibilities (e.g. staff supervision, budget management, program evaluation, etc.) for this ideal position and the skills necessary for these roles. Utilize your readings from Komives & Rentz as well as information from interviews and position descriptions.
- (d) Assessment of your proficiency and strategies for development.
  - Select at least three competencies that you feel need further development in order to be qualified to work in your chosen position.
  - Identify the learning strategies you will utilize to develop in each of these areas. Strategies should be both short term (i.e. during your graduate program) and longer term (i.e. after graduation and as you progress along your chosen career path). Be specific in outlining these activities, including your timeframe for completion.

You will receive a copy of the Career Growth Plan Grading Guide. To receive maximum points, incorporate the criteria outlined in the grading guide. Maximum points is 100 (90 for content; 10 for style).

## Attachment B

### **Functional Area Project Assignment Description**

One primary focus of EDAD 631 is to introduce you to the functional areas in which student affairs professionals typically work at different types of institutions and the issues/dilemmas unique to each. The functional area presentation is geared towards accomplishing the following objectives:

#### **Objectives**

- 1) To comprehensively examine major functional areas in student affairs.
- 2) To gain an understanding of ways functional areas differ at different types of institutions.
- 3) To understand the essential competencies needed by student affairs professionals to work in various functional areas.
- 4) To learn about current issues, trends, controversies, and dilemmas dominating functional areas.
- 5) To assist you in defining a career path.

You will have the option to preference the functional area you are interested in exploring. Most areas will be assigned to two students, so collaboration must occur regarding the two dimensions of the assignment: (1) research phase and (2) presentation to the class.

In addition to the two class members who are coordinating each functional area presentation, several other class members will be responsible for coming to class prepared to talk about the functional area as it exists on another campus. This can be their undergraduate institution or a campus of interest. Students who received their undergraduate degree at Texas A&M University must select another institution.

The overall goal of the assignment is to gain a comprehensive understanding of the functional area at different types of institutions and to convey this to the class. Evidence of your broad understanding of the area should be apparent in your presentation. Directors or coordinators of the corresponding functional areas at Texas A&M will attend your presentation to serve as resources and to help evaluate the presentations.

**Research.** Your research should minimally include the following:

- Begin by gaining a broad understanding of your assigned functional area through readings such as Rentz and CAS Standards (but these should not be your only sources.). I will provide copies of the CAS Standards for your respective areas.
- Canvas a variety of colleges and universities (websites are one good method) to gain an understanding of your functional area at different types of institutions. Some of the institutional differences you may want to explore include size, mission, public/private status, commuter vs. residential, urban vs. rural, community colleges vs. comprehensive universities, and the types of students served such as HBCUs (Historically Black Colleges and Universities) and Hispanic Serving Institutions..
- Interview professional staff members who work in the functional area on different campuses, one being from Texas A&M University. When interviewing professionals at other campuses,

I strongly suggest that you set-up phone interviews versus relying on e-mail communication.

- Explore how the following dimensions of your functional area may differ from campus to campus: mission, goals, populations served, organizational structure, staffing, funding, trends and issues, etc.
- Be prepared to convey the similarities and differences of the functional area at different types of institutions.
- Review job descriptions for positions within the functional area.
- Participate in other activities you feel will give you a good understanding of the functional area such as attending staff meetings or programs, shadowing staff, etc.

**Presentations.** Each functional area will be allocated approximately 1 hour and 20 minutes of class time – consisting of **no more than 45 minutes presentation time** and a **minimum of 30 minutes discussion time**. Professional practices should be evident in the presentation. (Logical organization, appropriate delivery techniques, effective synthesis of information, appropriate visual aids, etc). Engage the A&M resource person from your functional area in the discussion as well as the students who also did some research on the functional area on other campuses. The presentation should include the following:

**I. Overview.** This section of the presentation should provide an overview of the functional area based on your research (see the bullets above.).

## **II. Comparisons**

Describe similarities and differences of the functional area at different types of campuses.

## **III. Current issues, controversies, and dilemmas dominating the functional area.**

Discuss 2-3 current issues associated with the functional area. Engage the TAMU resource person and the class in the discussion.

**IV. Handouts:** Provide the class members with appropriate written materials that will help them fully understand the functional area. This may include summaries of your Power Point presentation (if utilized), organizational charts, brochures, and other reference materials that may be helpful to class members in the future. Students must turn in a copy of presentation materials as well as a list of primary resources/references used to conduct research about the functional. Include a list of interviews that were conducted (names, titles, and institutions.)

## **Possible Institutions to Review**

In addition to exploring the functional area at different types of institutions, students may want to review schools against which Texas A&M University is benchmarked for Vision 2020:

University of California, Berkeley  
University of Michigan  
University of California, Los Angeles  
Georgia Institute of Technology  
University of Illinois, Champaign-Urbana  
University of Minnesota  
Purdue University

University of North Carolina, Chapel Hill  
University of California, San Diego  
University of Wisconsin, Madison  
University of California, Davis  
Pennsylvania State University  
Ohio State University  
University of Florida

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You may also wish to examine the Big 12 schools which include:

Iowa State University	University of Kansas
Kansas State University	University of Missouri at Columbia
University of Nebraska at Lincoln	Oklahoma State University
Texas Tech University	University of Texas at Austin
Baylor University	University of Colorado at Boulder
University of Oklahoma	

Listed below are some websites that may provide helpful information:

**1) Residence Life**

To visit websites of this functional area at universities from across the nation, see:  
<http://www.studentaffairs.net/web/housin.html>

**2) Student Activities/Student Unions**

To visit websites of this functional area at universities from across the nation, see:  
<http://dolphin.upenn.edu/~oslaf/saos.html>  
<http://dolphin.upenn.edu/~oslaf/unions.html>

**3) Diversity/Multicultural Affairs**

To visit websites of this functional area at universities from across the nation, see:  
<http://www.inform.umd.edu/EdRes/Topic/Diversity/>

**4) Admissions/Enrollment Management**

To visit websites of this functional area at universities from across the nation, see:  
<http://cnsearch.collegenet.com/cgi-bin/CN/cnsearch>

**5) Orientation**

To visit websites of this functional area at universities from across the nation, see:  
<http://nodaweb.org/>

**6) Student Judicial Services**

To visit the website of a national association for this functional area, see:  
<http://asja.tamu.edu>

**7) Academic Advising**

To visit the website of a national association for this functional area see:  
<http://www.nacada.ksu.edu>