

EOL 583 – Student Affairs Administration
Dept. of Educational Organization and Leadership – College of Education
University of Illinois at Urbana-Champaign
22 Education Building – Thursdays, 5:00 p.m. to 7:50 p.m.
Spring 2008

INSTRUCTORS

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COURSE DESCRIPTION & FORMAT

The purpose of this course is to provide graduate students with an introduction, as well as a broad understanding, of the professional field of student affairs administration in higher education. The student affairs professional has the important responsibility of fostering students' academic success, personal/social development, and career/professional development, while improving students' chances of becoming engaged citizens and life-long learners. Consequently, student affairs professionals are obligated to enhance their understanding of the field in order to better serve students, as well as assist their institution in advancing its mission and educational goals.

This course examines the theory, research, and practice of student affairs administration in higher education. In particular, the course examines five distinct arenas: 1) Historical and Philosophical Foundations, 2) Research and Scholarship in Student Affairs, 3) Management and Organizational Issues, 4) Synthesis of Practice and Theory in Student Affairs, and 5) Essential Skills and Professional Development.

The format of this course will include weekly reading assignments, class discussions, instructor and guest presentations/lectures, small-group activities, and individual or group presentations. Students are required to complete two writing assignments and an 18-20 page final research paper. The format and content of the final paper will be discussed further in class.

COURSE OBJECTIVES

- Examine the historical, philosophical, and theoretical foundations of the student affairs profession
- Gain an understanding of student affairs organizational structures, as well as the skills and competencies needed to succeed within a student affairs organization
- Introduce students to the research and scholarship of the student affairs profession, as well as the importance of assessment—i.e., needs and outcomes assessment
- Examine various management and organizational topics/issues within the field—i.e., budget/fiscal management, legal and political issues, collaboration between student and academic affairs, and professional development and training
- Engage students in writing assignments that will challenge their present notions of student affairs administration
- Familiarize students with publications, professional organizations, and career opportunities in the field

REQUIRED TEXT

Komives, S. R., Woodard, Jr., D. B., & Associates (2003). *Student Services: A Handbook for the Profession* (4th ed.). San Francisco: Jossey-Bass. A copy will also be placed on reserve in the Education Library.

SUPPLEMENTAL READINGS

There will be a number of readings available via Electronic Reserve at the Library [<http://www.library.uiuc.edu/ereserves/querycourse.asp>]. In addition, the following texts are on reserve at the Education Library and will be available for 24-hour checkout:

Barr, M.J., Desler, M.K. & Associates (Eds.). (2000). *The Handbook of Student Affairs Administration* (2nd ed.). San Francisco: Jossey-Bass.

Hamrick, F.A., Evans, N.J., & Schuh, J.H. (2002). *Foundations of Student Affairs Practice*. San Francisco: Jossey-Bass.

Upcraft, M.L. & Schuh, J.H. (1996). *Assessment in Student Affairs*. San Francisco: Jossey-Bass

COURSE ASSIGNMENTS

	Points	Due Date
Class participation (Includes attendance, class discussions and in-class individual and group exercises)	20	-----
Short Paper 1 (Topic: Historical and Philosophical Foundations, Research and Scholarship, or Assessment)	20	February 28
Short Paper 2 (Topic: Management or Organizational Issues, Legal and Political Issues, Collaboration, Campus and Institutional Culture, or Student Choice)	20	March 27
Presentation of Final Paper		April 17 or 24
Final Research Paper Due	40	May 5

COURSE EXPECTATIONS

Attendance

Since the class meets once a week, it is important that you attend each session. If you know ahead of time that you will be absent or late to class, please contact one of the instructors by phone or via e-mail. In emergencies, it may be impossible to contact the instructors before class begins. If such a situation occurs, please contact the instructors as soon as you are able.

Participation

The active participation of each student is valued and valuable. To receive full credit, students should come to class prepared and be actively engaged in class discussions, activities, and reflections. Large and small-group discussions will be effective and productive only if all are engaged. Given your prior coursework, personal and professional experiences, and perspectives, you have much to offer. Therefore, you are strongly encouraged to share your thoughts and insights. Class participation will be factored into your final grade for the course.

Reading Assignments

Each student is required to do a considerable amount of reading. In the course assignments [available at the first class meeting], you will find required readings for each week. Students should complete these readings prior to the class meeting. Your responsibility to your classmates is to be prepared to engage in large and small-group discussions. Taking notes while reading will assist you in contributing to class discussions. It will also assist you in preparing for your course writing assignments. The course readings are subject to change as the course develops. The instructors will provide prior notice concerning any modifications to the reading list.

Grades

Final grades for the course are as follows: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F (fail). You may find additional information about student grading in the *Graduate Program Handbook* and the *Student Code*. All assignments must be received by the instructors by 5:00 p.m. on May 1, 2008.

Academic Integrity

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct in this course. Your acceptance of enrollment demonstrates your commitment to the principles of an honor code. Therefore, failure to cite properly the work of others is not permissible.

Every graduate student is expected to comply with the academic integrity policy of the University of Illinois at Urbana-Champaign. As a student on the Urbana-Champaign campus, you need to become familiar with the *Student Code*, which sets forth the official regulations governing all student conduct. You may obtain a hardcopy of the *Student Code* from the Office of the Dean of Students. You can also access the *Student Code* on the web at: http://www.uiuc.edu/admin_manual/code.

Please pay close attention to **Section 1, Part 4 (Academic Integrity)** of the *Student Code*. It applies to course-based infractions by both undergraduate and graduate students.

Writing Assignments

Short Papers: The two short papers are open-ended opportunities for you to reflect on the readings.

Aspects of the literature, including theories, scholarship, best practices, prescriptive measures, and divergent viewpoints, may be reflected upon and discussed in your papers. One way to approach this assignment is to think of yourself as a student affairs administrator [e.g. Vice Chancellor for Student Affairs; Dean of Students; Department Head], a member of a higher education think tank, a political official, or a member of an advocacy organization [e.g. NASPA]. Your supervisor(s) have requested that you write a memo or white paper. In this white paper, you should discuss the problems, arguments and recommendations that you believe are essential to a particular student affairs area.

Your short papers should be approximately 7-10 pages in length using the same formatting indicated for the final research paper below. A short paper should:

- state a problem
- review any literature that exists concerning the problem
- recommend a solution
- provide pros and cons
- provide metrics for evaluation
- wrap up with a conclusion

Final Research Paper:

Paper should include:

- A thesis statement that is concrete and specific.
- Logical development of the thesis.
- Use of supportive evidence for the thesis, including evidence from course readings. Paper topics should bear a significant relationship to the readings.
- Possible recommendations (1-2), if a problem is posed.
- Appropriate citations.

Other Suggestions:

- You may also use additional literature, including research and newspaper articles.
- You may draw upon your experience and background.
- Arguments may follow a comparison/contrast format. Points and counter points help to develop an argument.
- Your discussion may have a theoretical, research or practitioner focus.

Grading Criteria:

- Appropriate use of the literature and other supporting evidence.
- Logical argument or presentation.
- Attention to grammar.
- Completion of assignment.

Formatting Paper:

- There should be a one-inch for top, bottom, left, and right margins.
- Twelve (12) point font.
- Please use a regular type font that is easy to read—i.e. Times New Roman, Arial, or Courier.
- The paper should be approximately 18-20 double-spaced pages. This is, however, only an approximation; the paper should be long enough to adequately cover the topic...and no longer. A well-done paper could, therefore, be less than 18 pages or longer than 20. Talk to the instructors if you have questions.
- A cover page is not required, but each page should be numbered.
- All reference citations should be done in accordance with the *APA Publication Manual*, 5th edition.

Important Note: It is expected that all papers submitted for this class will be original work done this semester. No papers should be “recycled” or “reworked” from prior/other writing assignments without the expressed permission of the instructors.