

INTRODUCTION TO STUDENT AFFAIRS

15:245:501

Fall 2021

Mondays 1:00-4:00PM

Online + Hardenberg B3

Instructor: Steph Brescia, PhD (she/her/hers)	Email: stephanie.brescia@gse.rutgers.edu
Phone Number: N/A	Office Location: GSE 323
Office Hours: By appointment	Prerequisites: Course restricted to CSA students. Non-CSA students seeking enrollment may contact the instructor.
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online	Permission required: ___ No <input checked="" type="checkbox"/> Yes Non-CSA students must contact the instructor.

Part 1: Course Description & Learning Objectives

Course Description:

This course introduces student affairs as a professional field and area of study. It focuses on the role and function of professionals in the field, the populations served, the college and university settings where the profession is practiced, the skills and competencies necessary to be successful in the profession, and current issues in student affairs.

Learning Goals:

By the completion of this course, CSA students will gain an understanding of:

- The historical and philosophical values that influence and shape the field of student affairs and higher education.
- The professional competencies and standards that guide student affairs work.
- The evolving nature of the field of student affairs and higher education.
- The theoretical basis of the field of student affairs, including a focus on critical theoretical frameworks and student development theory.
- The organization and administration of the field of student affairs including an understanding of student affairs functional areas, the role of student affairs within colleges and universities, and student affairs' role in promoting diversity, equity, and inclusion in higher education.

- Contemporary issues in student affairs and the challenges facing student affairs practitioners.
- The written and verbal communication skills necessary for professionals in the field of student affairs.

Learning Outcomes:

The learning outcomes for this course are derived from ACPA/NASPA’s (2015) *Professional Competency Areas for Student Affairs Educators*. Since this course serves as an introduction to Student Affairs, all professional competency areas will be briefly addressed in this course as follows:

- **Personal and Ethical Foundations:** Students will learn how to maintain integrity in the student affairs profession.
- **Values, Philosophy, and History:** Students will learn about the values, philosophy, and history that shape the field of student affairs and how these elements connect to contemporary professional practice.
- **Assessment, Evaluation, and Research:** Students will conduct literature reviews and engage in other methods of assessment and research to learn more about student affairs.
- **Organizational and Human Resources:** Students will be introduced to the organization and administration of student affairs and how to navigate organizational challenges.
- **Law, Policy, and Governance:** Students will learn about the most pressing legal issues in higher education and how these issues will impact their work.
- **Leadership:** Students will work collaboratively throughout the semester to develop and refine their leadership skills.
- **Social Justice and Inclusion:** Students will learn how to create inclusive environments and address issues of power and injustice in their work.
- **Student Learning and Development:** Students will learn about the theoretical foundations of student learning and development and how these theories can be applied to their work with students.
- **Technology:** Students will learn about ethical use of technology in student affairs.
- **Advising and Supporting:** Students will learn about best practices in advising and supporting students.

Part 2: Course Policies & Procedures

Academic Integrity:

Rutgers University takes academic dishonesty very seriously. By enrolling in this course, you assume responsibility for familiarizing yourself with the Academic Integrity Policy and the possible penalties (including suspension and expulsion) for violating the policy. As per the policy, all suspected violations will be reported to the Office of Student Conduct.

Academic dishonesty includes (but is not limited to):

- Cheating

- Plagiarism
- Aiding others in committing a violation or allowing others to use your work
- Failure to cite sources correctly
- Fabrication
- Using another person's ideas or words without attribution
- Re-using a previous assignment
- Unauthorized collaboration
- Sabotaging another student's work

If in doubt, please consult the instructor. Please review the Academic Integrity Policy at: <http://academicintegrity.rutgers.edu/>

Zoom:

Zoom Link:

<https://rutgers.zoom.us/j/5459942310?pwd=bzhqaVNFOC95SURXMkJLMmUvU3RWUT09>

Meeting ID: 545 994 2310

Password: 944116

Our first few class meetings will be held in person and the remainder of our sessions will be held on zoom. Please note, this plan is subject to change as COVID-19 guidelines and procedures are constantly changing. Students are required to wear masks during in-person sessions regardless of vaccination status.

Click on the Zoom website provided above to join class. If you are able to utilize Zoom's video feature, please do. However, I recognize that 'zoom fatigue' impacts all of us. Please feel free to turn off your video for a few minutes, take a break to use the restroom, grab water, etc. You will first be in a Zoom waiting room prior to your admittance to the class. The class sessions and discussions will not be recorded and/or archived.

If you have questions or concerns regarding technical issues, consult "Remote Technology Resources for Students:" <https://it.rutgers.edu/remote-student-resources/> and/or the Rutgers IT Student Help Desk via website <https://it.rutgers.edu/help-support/> or email help@oit.rutgers.edu or toll-free 833-OIT-HELP.

Attendance & Participation:

Students are expected to attend all class meetings and be prepared to discuss the topic scheduled for the day, including all assigned readings. Students should be mindful of their participation and ensure that there are opportunities for all voices to be heard.

If you must miss a class, arrive late, or leave early, notify the instructor in advance. Because this class meets only once a week and much of the learning takes place in class discussion, your attendance is crucial. Regardless of reasons (illness, family or work commitments, personal), you are allowed two absences. On the third absence your class grade will drop one full grade letter (e.g., an A grade will drop down to a B). The fourth absence will result in risking failing the

course. You are responsible to obtain any missed information and class notes from your classmates. Students will be invited to use the first five minutes of class to make announcements.

Confidentiality:

Students will be sharing personal experiences throughout this course about their work, lives, interactions with students, etc. The conversations that occur in the classroom should NOT be shared with others outside of the classroom. Please be respectful of your peers and do not disclose any personally identifiable information or discussions that take place in the course.

Student Meetings & Communication:

Students are encouraged to meet with the instructor if they need additional support understanding course content or assignments. Meetings should be scheduled at least 3-5 days in advance and will be held virtually or in person depending on scheduling and COVID-19 regulations.

Students can also communicate with the instructor via email (*preferred*) or phone with questions or concerns regarding course material. Students can expect a response within 48-72 hours. Students should not expect to receive responses to emails after 5:00pm on weekdays or at any point in time over the weekend. If a question sent via email requires a more in-depth response, a phone call or meeting will be scheduled.

Electronics Use:

Students should bring their laptops to in-person meeting sessions. There will be times where students are required to look up information or submit their classwork on Canvas during class sessions. Students should not be completing work for other courses, on email, or viewing web content that is not relevant to the class discussion.

The nature of an online synchronous class session mandates the in-class use of laptops, etc. However, students are expected to give their full attention to class discussion, instructors, and peers. Scrolling, texting, or searching unrelated to the class is not acceptable. Mobile phone use is permitted during synchronous class meetings only when the phone is the student's principal communication link to the class. Otherwise, turn cell phones off and put them away. You may leave your phone on during class due to professional or personal circumstances.

Classroom Environment:

We all have a shared responsibility to create and maintain an inclusive classroom environment. Everyone brings different identities and experiences to this course, which will make for a rich learning environment replete with diverse perspectives. Throughout the course we will reflect upon and discuss our diverse identities and experiences and it is everyone's shared responsibility to ensure that all members of the classroom community feel comfortable engaging in dialogue. Active listening, mutual respect, a genuine desire to understand others, the use of inclusive language, and the ability to take ownership and responsibility when mistakes are made are all

critical to fostering an inclusive classroom environment where diverse perspectives are respected.

Part 3: Student Services

Rutgers offers a variety of services to support students during their enrollment. Though you have responsibilities to work with and support students in your CSA internship and field placements, please remember that you are also a student. I encourage you explore and access these resources as needed.

Students with Disabilities:

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

Rutgers Student Food Pantry:

848-932-5500/ 39 Union St., New Brunswick, NJ 08901/ <http://ruoffcampus.rutgers.edu/food/>

The Rutgers Student Food Pantry is dedicated to helping all Rutgers students in need of food. You will need to do bring your RUID and fill out a brief identification form once you arrive. Students will be provided with groceries that typically last about one week.

Visit <http://ruoffcampus.rutgers.edu/food/> to learn more about the Rutgers Student Food Pantry and make an appointment. The Rutgers Student Food Pantry is currently operating by appointment only from a temporary location due to the COVID-19 pandemic. For an up-to-date schedule and to make an appointment, please go to: <http://ruoffcampus.rutgers.edu/status/>.

Dean of Students Office

848-932-2300/ 88 College Ave., New Brunswick, NJ 08901/<http://deanofstudents.rutgers.edu/>

The Dean of Students Office at Rutgers University-New Brunswick provides solutions, services, and support to help students navigate Rutgers University. The Dean of Students Office can assist students experiencing food insecurity, housing insecurity, or homelessness. The Office serves as a student support network by providing advocacy, problem resolution, and critical incident intervention for those times when additional assistance is needed. Please *call* to schedule an appointment to meet with a representative from the Dean's office.

Visit <http://deanofstudents.rutgers.edu/> to learn more about the Dean of Students Office and schedule an appointment. The Office of the Dean of Students continues to work remotely for the safety of our students and staff. Hours continue to be 8:30 a.m.-5:00 p.m., Monday through Friday. It is best to reach us via email at deanofstudents@echo.rutgers.edu. Telephone, Webex, or Zoom appointments will be scheduled for all students.

Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)
(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Visit www.rhscaps.rutgers.edu/ to learn more about CAPS and schedule an appointment.

Violence Prevention & Victim Assistance (VPVA)
(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Part 4: Course Requirements

Course Texts & Required Reading:

- Schuh, J. H., Jones, S. R., & Torres, V. (Eds.). (2017). *Student services: A handbook for the profession* (6th ed.). Jossey-Bass.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author.
- Additional readings and resources posted on course Canvas site, "Files" tab.

Course Assignment Guidelines:

All assignments are due the day and time as stated on the syllabus and must be submitted on Canvas under the "Assignments" tab. Any changes to these dates will be posted on Canvas in the "Announcements" section and assignment information. See the Course Calendar section of your syllabus for due dates.

- **Written Papers:** All papers must conform to specified in the seventh edition of the *Publication Manual of the American Psychological Association*. The Turnitin filter on

Canvas will be enabled for all assignments, and students will have access to the Turnitin report for their assignments. Students may revise and resubmit an assignment in light of the Turnitin report, as long as the final submission is received by the assignment's posted deadline.

- **Late assignments:** If you must submit an assignment late, contact the instructor to discuss the situation prior to the deadline. Documentation of the situation, such as a physician's note, must be provided upon request of the instructor. Assignments that are submitted late without prior approval will result in a 5-point (half a letter grade) deduction or more.
- **Grading & Re-writes:** Assignments will be graded on the technical quality of the writing (or presentation) as well as accuracy and quality of the content. All written work should be carefully proofread to ensure correct spelling, grammar, syntax, and clarity of expression. Assignments containing multiple errors will be graded accordingly. At the instructor's discretion, students may be invited to revise and resubmit an assignment for re-grading. If the revised assignment is not received by the stipulated deadline, the initial grade earned on the assignment will stand. Students invited to re-write a paper can only re-write up to a letter grade of a 'B' on the assignment.

Course Assignments:

- **APA 7th Edition Tutorial & Quiz (5% of final grade):** Complete the **APA 7th Edition** tutorial and earn 100% on the APA 7th Edition Quiz. Email the results page to yourself and upload a screenshot of the page to (See Citation Styles, APA 7th Edition at <https://www.libraries.rutgers.edu/research-tools-and-services/tutorials-information-literacy-and-critical-thinking>).

All papers for this course will require APA formatting unless otherwise indicated. Student affairs professionals are often required to write papers and reports, and APA formatting is broadly accepted as a standard in the field.

- **Reaction Paper (10% of final grade):** Students will be asked to write a 2-3 page double spaced (excluding the cover page and reference list) reaction paper that addresses the following question:

How has the COVID-19 pandemic impacted the field of student affairs?

Students can draw upon their own experiences in the field of student affairs, but papers must also cite a minimum of three references, two of which must be from peer-reviewed journals, which can be accessed at <https://www.libraries.rutgers.edu/>. I suggest reviewing a list of student affairs and higher education peer-reviewed journals, which can be found here <https://libguides.bgsu.edu/c.php?g=227115&p=1505430>. Students may want to consider which impacts of the pandemic are transient and which impacts may be longer lasting. The paper must be written and formatted in accordance with APA (7th ed.) style. Students should refer to their APA manual for formatting guidance.

Student affairs professionals must be able to identify and understand how current issues will impact their work and the field of student affairs as a whole. This assignment will also help students further develop their writing skills.

- **Hot Topic Issue Paper & Brief Presentation (20% of final grade):** Students will select a hot topic issue in the field of student affairs that has two distinct sides that can be argued. Students will write a 4-5 page double spaced (excluding the cover page and reference list) paper that does the following:
 - Clearly and briefly explains the issue you selected.
 - Provides evidence supporting one side of the position.
 - Provides evidence supporting the other side of the position.
 - Describes your position on the issue, including evidence as to why you have taken your chosen side. You should also explain how your position will impact student affairs practice, and specify which functional areas may be most impacted by this issue.

Papers must cite a minimum of five references, four of which must be from peer-reviewed journals. The paper must be written and formatted in accordance with APA (7th ed.) style. Students should refer to their APA manual for formatting guidance. Students will present a short (5-10 minute) informal (no power point or other materials required) presentation on their issue paper.

Students should review Inside Higher Ed, The Chronicle of Higher Education, etc. to start to think about hot topic issues. Students should consult with the instructor to make sure that their hot topic issue has two sides that can be argued.

Student affairs professionals must be aware of the arguments for or against policies, procedures, and organizational decisions facing members of the field. The ability to be able to see both sides of an issue and make an informed, compelling argument in support of one position is critical for decision making in the field of student affairs.

- **#RealCollege Discussion Post & Reaction Posts (5% of final grade):** Class on Monday, November 1 will be held asynchronously. Students will select and watch one webinar of their choosing from The Hope Center for College, Community, and Justice. Webinars are approximately 1.5 hours in length and recordings can be found here (<https://hope4college.com/the-realcollege-virtual-journey/>).

Students will write a discussion post on Canvas that is approximately one page in length. Half of the post should provide a brief summary of the webinar and the other half of the post should include reflections on the webinar. Reflections may include, but are not limited to, how the webinar changed previously held beliefs, informs the practice of

student affairs, connects to policy & advocacy work, etc. **#RealCollege discussion posts are due on 11/1 by 4:00pm.**

Students will then read and respond to the posts of at least two other students in the class. Responses cannot simply state that you “agree with” the webinar topic or find the post interesting. Responses should incite discussion, pose additional questions or considerations, etc. The student who posted the original post should continue the conversations. **#RealCollege reaction posts to other students’ discussion posts are due on 11/8 by 12:00pm.**

The #RealCollege movement uses research, theory, and practice to identify and address the challenges facing contemporary college students. Student affairs professionals must be aware of these challenges and understand how research is applied to practice.

- **Functional Area Interviews, Paper, and Presentation (30% of final grade):** Students will work in groups of 4-5 to explore a functional area in the field of student affairs (see the CAS list of functional areas here <https://www.cas.edu/standards>). Students cannot select a functional if one or more of their group members currently has an internship placement in that functional area (the goal is to explore a function area *outside* of current internship placements). Multiple groups cannot select the same functional area. This assignment includes the following components:
 - **Online Information Review:** Once you have selected your functional area, you want to learn more about the functional area in general and at two different institutions (you will be interviewing one person from each of the selected institutions- see the ‘Interviews’ section below). Your online information review should include information about any professional organizations for the specific area as well as an in-depth review of the area at the two institutions you selected.
 - **Interviews:** Students will select 2 professionals that work in their selected functional area and interview them to learn more about the functional area and how they work to serve students. Only one of the professionals interviewed may be employed at Rutgers University, but this is not a requirement. You should solicit interviews from folks that have at least 3 or 4 years of full-time professional experience working in the selected functional area (LinkedIn in an excellent way to gauge this!).

Your team will draft interview questions and submit them to the instructor for review. Interview questions should NOT include information that is readily accessible online. When composing interview questions, be sure that they allow the interviewee to provide in depth responses. Teams should use the CAS general standards (<https://www.cas.edu/generalstandards>) to help them construct their interview questions. You will want to know about the mission of the unit, services offered and how students perceive these services, major functions of the unit,

organizational structure and how this structure influences their work, major challenges facing the functional area and how these challenges can be addressed, the future of their work, etc. Open-ended questions that elicit more than a yes/no response are required. You can and should ask follow-up questions during the interview. Interview questions are due via Canvas (1 document per team) on 9/27.

Interviews will last approximately 1 hour and can be conducted via zoom. When scheduling interviews, please explain your assignment, be professional (do not schedule interviews outside of business hours), and work around the schedule of the interviewee. You should send the interviewee your interview questions one week in advance.

Each member of your team must be present for at least one interview. You are **NOT** permitted to record your interviews but should take notes during your interviews. At the conclusion of each interview, students must independently journal for one hour reflecting on the interview and documenting things that stood out, were surprising, etc. ALL students must send a follow-up thank you email to interviewees. Journals will be submitted as part of this assignment and do not have to be in APA format. Interviews must be completed by 11/1. Journals must be submitted by 11/8.

- **Paper:** Teams will write a 10-12 page (excluding cover page and reference list) paper about your project (one paper will be submitted per team). Your paper must be in APA format and include the following sections:
 - **Introduction of the Functional Area:** Introduce your functional area and it's primary role (~.5 page)
 - **Brief Literature Review:** Cite a minimum of 3 peer-reviewed publications focused on your functional area (~3 pages).
 - **Online Information Review & Interview Findings:** Describe what you learned about the functional area from you online information review and your interviews with professionals. You can compare and contrast institutions, highlight important findings, etc. (~5 pages)
 - **Suggestions for Improvement:** Using the CAS general standards and standards for your specific functional area, course readings, and what you learned from interviews and your review of online materials, make recommendations for how the functional area at each of the institutions you explored could be improved. For instance, are their opportunities for this functional area to improve communication and collaboration? Assess their outcomes? Provide improved services for students? Etc. (~3 pages)

- **Presentation:** Your team will present on your selected functional area for 45 to 60 minutes. Your presentation should include time for questions and discussion.

- **Reflection:** Each student will be asked to submit a 1-page reflection on what they learned from this project and how their learning may inform their future work. They should also comment on their contributions to the team's work and suggest any strategies they can employ to work with teammates more successfully in the future. Reflections do not have to be in APA format.

The functional area project will give students the opportunity to develop interview questions and skills, learn about a functional area in depth, compare functional areas at different institutions, identify areas of improvement, and reflect upon their learning. They will also develop writing and presentation skills, which are essential for success in higher education.

- **Final Examination (20% of final grade):** Students will be given a take home, open notes, and open book final examination. The exam should be submitted as one final PDF no later than 12/15 at 11:59pm.

The final examination will provide students the opportunity synthesize what they have learned over the course of the semester.

- **Class Preparation & Participation (10% of final grade):** All students are expected to come to class prepared and will be periodically graded on their preparation and participation. Students will be asked to upload notes or deliverables from in-class group work at different times throughout the semester. All notes or deliverables must be uploaded **before the conclusion** of the class period. I suggest that you work on classwork using google docs so that it is easy to upload your work at the end of class.

All students will also be required to prepare for guest speakers by creating a *Guest Speaker Information Sheet*. Each student will research the presenter (using google, LinkedIn, information found on institutional websites, information from professional organizations, etc.) and develop 4 questions they would like to ask during the in-class presentation. Student notes on the presenter should be in bullet point form and should not be in APA format. Questions for the presenter should be designed to help students learn more about their role, experiences, or the field of student affairs. *Guest Speaker Information Sheets* should be roughly 1 page in length and are due **before the beginning** of the class period.

Class preparation and participation are critical to learning.

Course Evaluation and Grading:

Grading Rubrics for Written & Oral Presentations:

Rubric for Written Assignments:

Category	Description	Points Allocated
Meets Syllabus & Assignment Guidelines	The paper meets all syllabus guidelines, including but not limited to, answering all prompts/questions, staying within the allocated page range, including the required number of references, etc.	15
Structure, organization, and flow	Paper is appropriately structured (includes introduction, content, and conclusion) and contains sections/headings/subheadings if needed. The organization of the paper is logical. There is a consistent and logical progression from one idea to the next. Transitions are used appropriately.	15
Clarity	Ideas and concepts are expressed clearly. Ideas are easy for the reader to understand.	15
Evidence/content	Ideas and concepts are expressed thoroughly using sufficient evidence to support claims. Sources of information are integrated throughout the paper to provide evidence for arguments.	25
Voice, tone	Author's voice and tone matches that of the intended audience.	10
APA Formatting	All elements of APA 7 th Edition style and formatting are followed.	10
Grammar, syntax, spelling	Proper grammar is used throughout the paper; there are no spelling errors; sentences are appropriately structured.	10
TOTAL:		100

Rubric for Presentations:

Category	Description	Points Allocated
Meets Syllabus & Assignment Guidelines	The presentation meets all syllabus guidelines, including but not limited to, answering all prompts/questions, staying within the allocated presentation time range, etc.	15
Structure, organization, and flow	Presentation is appropriately structured. The order in which materials are presented is logical. There is a consistent and logical progression from one idea to the next. Transitions are used appropriately.	10

Clarity	Ideas and concepts are expressed clearly. Ideas are easy for the audience to understand.	10
Evidence/ content	Ideas are expressed thoroughly using sufficient evidence to support claims. Sources of information are integrated throughout the presentation to provide evidence for arguments.	25
Applicability to practice	Opportunity's help the audience apply learning to their own practice are provided or discussed.	10
Creativity/ originality	Creative approaches are used to present information.	10
Audience engagement	Presentation provides multiple opportunities for audience members to be engaged in the presentation. This could include the incorporation of breakout discussion, group discussion, activities, etc. for audience members.	10
Supplementary materials	Supplementary materials, such as handouts or visual aids, are used to support the presentation.	10
TOTAL:		100

Rutgers GSE Grading System:

Grade	Points	Description	Percent
A	4.0	Outstanding	90-100
B+	3.5		85-89
B	3.0	Good	80-84
C+	2.5		75-79
C	2.0	Satisfactory	70-74
F	0.0	Failing	Below 70

**D grades are not given in graduate courses. For more information about GSE grading standards, please see http://catalogs.rutgers.edu/generated/gse_current/pg27.html*

Introduction to Student Affairs Grading:*

Description of Assignment	% of Final Grade
APA 7 th Edition Tutorial & Quiz	5%
Reaction Paper	10%
Hot Topic Issue Paper & Presentation (<i>paper 80%, presentation 20%</i>)	20%
#RealCollege Discussion Post & Reaction Post (<i>discussion post 50%, reaction posts 50%</i>)	5%
Functional Area Interviews, Paper, and Presentation (<i>interview questions 10%, interview journal 10%, paper 40%, presentation 30%, reflection 10%</i>)	30%
Class preparation & participation	10%
Final Exam	20%

**All course assignments will be scored out of 100 points unless otherwise indicated in the assignment description.*

- *Core Course:* This is a core course for the Ed.M. in College Student Affairs and requires a B or better. **Earning below a B will result in being placed on Academic Probation.**
- *Incomplete Grade:* **An INC (incomplete) must be negotiated prior to the end of the semester and will not be granted without agreement between instructor and student prior to the end of class.** An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester. In addition, earning an INC will result in being placed on Academic Probation.
- *Grade Grievances:* If you have grievances with your final grade, you are welcome to due process. First, you will need to contact me to ask about your grade and I will provide your scores and details. If you are not satisfied with my response, you will need to contact the Chair of the Educational Psychology Department, Angela O'Donnell (angela.odonnell@gse.rutgers.edu) and not the program coordinator with your grievance. You will receive additional information from there.

Part 5: Course Calendar

Week	Topic, Readings, Assignments
Class 1: Wed 9/8	INTRODUCTIONS, EXPECTATIONS, SYLLABUS REVIEW <i>Readings due today:</i> <ul style="list-style-type: none"> • No readings due today
Class 2: Mon 9/13	PROFESSIONALISM & IMPACT OF COVID-19 <i>Readings due today:</i> <ul style="list-style-type: none"> • Schuh et al., Chapter 22 (<i>available on Canvas</i>) • ACPA & NASPA Professional Competency Areas for Student Affairs • CAS General Standards • Positives, Negatives, and Opportunities Arising in the Undergraduate Experience During the COVID-19 Pandemic (Mucci-Ferris et al., 2021) <i>Assignments due today at 12 noon:</i> <ul style="list-style-type: none"> • APA quiz results submitted on Canvas • <i>Subscribe to Inside Higher Ed</i> https://www.insidehighered.com/ • <i>Set up Rutgers University Libraries Account</i> https://www.libraries.rutgers.edu/ • <i>Complete Rutgers University Libraries Tutorials</i> https://www.libraries.rutgers.edu/tutorials: -<i>The Research Process (See 'Getting Started with Research')</i> -<i>Searching for information (See tutorials as needed)</i>
Class 3: Mon 9/20	HISTORICAL CONTEXT <i>Readings due today:</i> <ul style="list-style-type: none"> • Schuh et al., Part 1 Introduction + Chapters 1-3 • Institutionalizing in Loco Parentis after Gott v. Berea College (Loss, 2014) • Rethinking the "Nontraditional" Student from a Historical Perspective: State Normal Schools in the Late Nineteenth and Early Twentieth Centuries (Ogren, 2003) <i>Submit classwork at the end of class.</i>
Class 4: Mon 9/27	PROFESSIONAL CONTEXT <i>Readings due today:</i> <ul style="list-style-type: none"> • The Student Personnel Point of View, 1937 • The Student Personnel Point of View, 1949 • A Perspective on Student Affairs, 1987 • Schuh et al., Chapters 4-7 • Review Diverse Learning Environments Assessment Findings <i>Assignments due today at 12 noon:</i> <ul style="list-style-type: none"> • Functional area interview questions submitted on Canvas (1 document per team)

	<i>Submit classwork at the end of class.</i>
Class 5: <i>Mon 10/4</i>	<p style="text-align: center;">THEORETICAL BASES I</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Schuh et al., Chapters 8-11 • Article of your choosing from Schuh et al., pages 122-135 • ‘People like me and others do exist here’: Understanding the Help-Seeking Behaviors of Food Insecure College Students (Brescia, Unpublished) <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Reaction paper submitted on Canvas
Class 6: <i>Mon 10/11</i> REMOTE SYNCH.	<p style="text-align: center;">THEORETICAL BASES II</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Schuh et al., Chapters 12-15 • The Next Generation of One Stop Student Service Centers, Part I and Part II (Altieri, 2019) <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Guest speaker information sheet (Jay Stefanelli) <p><i>Guest Speaker:</i></p> <ul style="list-style-type: none"> • Jay Stefanelli, Ph.D., <i>Director, One Stop, Rutgers University</i>
Class 7: <i>Mon 10/18</i>	<p style="text-align: center;">ORGANIZATIONAL ASPECTS I</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Schuh et al., Chapters 16-18 • Ellis, S. E. (2010). Introduction to strategic planning in student affairs: A model for process and elements of a plan. <i>New Directions for Student Services</i>, 132, 5-16.
Class 8: <i>Mon 10/25</i>	<p style="text-align: center;">HOT TOPIC PRESENTATIONS</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • None <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Hot Topic Issue Papers submitted on Canvas
Class 9: <i>Mon 11/1,</i> ASYNCH	<p style="text-align: center;">ORGANIZATIONAL ASPECTS II [ASYNCHRONOUS]</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Schuh et al., Chapters 19-21 • #RealCollege webinar of your choosing (<i>see assignments</i>) <p><i>Assignments due today by the end of the class period (4pm):</i></p> <ul style="list-style-type: none"> • #RealCollege discussion post • Interviews for your functional area project should be completed by today
Class 10: <i>Mon 11/8</i>	<p style="text-align: center;">ESSENTIAL COMPETENCIES 1</p> <p><i>Readings due today:</i></p>

<p>REMOTE SYNCH.</p>	<ul style="list-style-type: none"> • Schuh et al., Chapters 23-26 • <i>Other readings to be assigned</i> <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Guest speaker information sheet • #RealCollege reaction posts in response to other students • Interview journals for functional area project <p><i>Guest Speaker (2-3pm):</i></p> <ul style="list-style-type: none"> • Salvador Mena, Vice Chancellor for Student Affairs, Rutgers New Brunswick
<p>Class 11: <i>Mon 11/15</i> REMOTE SYNCH.</p>	<p style="text-align: center;">ESSENTIAL COMPETENCIES II</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Schuh et al., Chapters 27-31 • <i>Other readings to be assigned</i> <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Guest speaker information sheet <p><i>Guest Speaker (1-2pm):</i></p> <ul style="list-style-type: none"> • Sue McNeilly, <i>Senior Assistant Director at the Wasserman Center for Career Development at the School of Professional Studies, New York University</i>
<p>Class 12: <i>Mon 11/22</i> REMOTE SYNCH.</p>	<p style="text-align: center;">THE FUTURE</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • Schuh et al., Chapters 32-33 • <i>Other readings to be assigned</i>
<p><i>No Class 11/29 (Wed schedule)</i></p>	<p><i>Final exam available on Canvas at 12 noon.</i></p>
<p>Class 13: <i>Mon 12/6</i> REMOTE SYNCH.</p>	<p style="text-align: center;">FUNCTIONAL AREA PRESENTATIONS GROUPS 1-2</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • None <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Functional area papers, Groups 3-4
<p>Class 14: <i>Mon 12/13</i> REMOTE SYNCH.</p>	<p style="text-align: center;">FUNCTIONAL AREA PRESENTATIONS GROUPS 3-4</p> <p><i>Readings due today:</i></p> <ul style="list-style-type: none"> • None <p><i>Assignments due today at 12 noon:</i></p> <ul style="list-style-type: none"> • Functional area papers, Groups 1-2 • All functional area reflections (all students)

<i>Wed 12/15, 11:59PM</i>	<i>Final exam and all other outstanding class requirements due.</i>
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**Course calendar is subject to change.*

Syllabus Acknowledgements: This syllabus was modeled based on prior iterations of this course, including courses designed and taught by Patrick Love and Florence Hamrick.