

An Introduction to Student Affairs

CSA 501

The Pennsylvania State University
Mondays 1:25pm – 4:25pm
Fall 2008

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Welcome to an Introduction to Student Affairs! This course is designed to provide an overview of the profession. Although the scope of the course is broad, there are opportunities for students to focus on their interests and learn about specific areas of student affairs.

This course uses Sanford's psychosocial theory of challenge and support¹ as the framework. Sanford asserts that optimal development occurs when both the challenge of the task and the support provided are high. The effort students will give to this course is high; you will work hard. In order to optimize your development as student scholar-practitioners, the instructors will provide significant support for your erudition.

Upon completion of this course, students will:

- Identify historical factors that shaped the development and evolution of the student affairs profession within American higher education.
- Compare typical organizational structures of student affairs divisions across a variety of types of higher education institutions.
- Apply CAS standards to a functional area of student affairs.
- Clearly articulate the role of student affairs work in students' education.
- Explain student affairs' professional organizations and their purposes.
- Demonstrate reflective practices and discuss how he/she/ze uses reflection to develop academically and professionally.
- Apply APA guidelines accurately to written work.

Learning Activities

Students are assessed in this course through a series of academic and professional exercises known as learning activities. They are designed as a mechanism for students to improve their professional and academic abilities. Activity sheets are provided to help you understand their objectives as well as structural guidelines.

¹ Sanford, N. (1966). *Self and society: Social change and individual development*. New York: Atherton.

Grading

Learning activities are assigned a letter grade with a corresponding value. The value is then multiplied by the grading weight. This gives an “assignment value.” At the end of the semester, assignment values will be totaled and given a Final Total for the course. The grading scale is as follows:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67

Grading example: Functional Areas Project is 30% of final grade (grading weight) and you earned an A-.

$$.30 * 3.67 = 1.01 \text{ (assignment value)}$$

Re-writes

The instructors will try to decrease the subjectivity of grading by providing grading rubrics; however our professional judgments of your work are inherently subjective. Therefore, any assignment with a B+ or lower may be rewritten and submitted for a revised grade. The revision must be within two weeks from the day papers were returned in class. The version with comments from the instructor must be included with the revision. A revised paper will not earn above A-. There may be times when the instructors require a student to rewrite a paper. In this case, the highest grade the paper will receive is a B+.

Readings

All readings are noted in the “Course –at-a-glance.” Students are responsible for completing the required readings in advance of the designated class session. Students will be well-served by reviewing the schedule of readings, scanning the readings and assignments carefully, and planning their time accordingly. In some cases, the assigned readings are relatively brief or readily comprehensible. In other cases, full comprehension will require additional time. You are to come prepared ready to discuss the readings, particularly those that are NOT labeled “skim.” If the readings are labeled “skim,” you are still responsible for the knowing the concepts in those sections, but they will not be the focus of the class. The books you will need are as follows:

- hooks, b. (1994). Teaching to transgress: Education as the practice of freedom. New York: Routledge.
- Keeling, R. P. (Ed). (2006). Learning reconsidered 2: Implementing a campus-wide focus on the student experience.
- Komives, S. R., & Woodard, D. B. (Eds.). (2003). Student services: A handbook for the profession, fourth edition. San Francisco: Jossey-Bass.
- MacKinnon, F. (Ed.). (2004). Rentz’s student affairs practice in higher education, third edition. Springfield, IL: Charles C Thomas.
- American Psychological Association. (2001). Publication manual of the American Psychological Association, fifth edition. Washington, DC: American Psychological Association.

Academic Integrity

The Penn State University Faculty Senate Policy 49-20 states: "Academic integrity is the pursuit of scholarly activity in an open, honest, and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts."

Typical forms of academic dishonesty are plagiarism, fabrication of information (including citations), aiding others engaged in acts of academic dishonesty, and submitting the work of another person or work previously used in courses without informing the current instructor. Failure to provide appropriate citations of others' work is plagiarism and therefore a violation of the academic integrity policy of the University. Please be sure to properly cite your source(s) when you include others' ideas, sentences, or other materials in your papers. Violations of academic integrity will result in a grade of a zero (no credit) for the assignment and may result in additional sanctions as well.

All graduate students are responsible for understanding and abiding by Penn State University's policies regarding academic integrity and student conduct. Students should seek clarification of definitions and policies if they desire more information. Please review policies posted on PSU's *Graduate College website*. The APA Publication Manual also contains useful information.

For information on what constitutes plagiarism, visit the following website:

<http://academicintegrity.cas.psu.edu/Plagiarism.html>

Additional Information

Class Participation

Involvement in class discussion and in experiential activities is an important aspect of this course and a primary means for learning the material and related concepts. Class participation is also a means to help students (1) develop their own oral communication and listening skills, and (2) take an active role in their own learning. More importantly, you should continually take the knowledge you learn in your courses and apply it in a professional role, and vice versa. Your learning in this course will be richer by incorporating your practical experience. Class participation does not necessarily mean talking a great deal or "saying at least one thing" at each class meeting. This behavior may in fact detract from the class, from one's participation, and from one's learning. No additional points will be given for class participation because engagement is simply expected.

Note to Students with Disabilities

Penn State welcomes students with disabilities into the University's educational programs. Students with documented disabilities that affect their ability to participate fully in the course or who require special accommodations are encouraged to speak with us so that appropriate accommodations can be arranged. If you have a disability-related need for modifications or reasonable accommodations in this course, contact the Office for Disability Services, ODS, located at 116 Boucke Building at 1-814-863-1807(V/TTY). For further information regarding ODS please visit their web site at www.equity.psu.edu/ods. Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

Laptops

Using laptops in class to take notes is permitted, however using the internet in class is not. It is obvious when a student is disengaged with the class discussion and surfing the web. This will not be permitted.

Attendance

Because you are at the center of learning in this class, it is imperative that you attend. Students missing more than one class (excused or unexcused) should not intend to successfully complete the course.

Religious Observances

If a class meets on a holiday for you, please tell the instructors in advance.

CSA 501 Learning Activities Grading Weights (%) and Due Dates

Initial Reflection Paper (5%) – *5:00pm, August 29th*

Analysis Paper – Learning Reconsidered (5%) – *5:00pm, September 14th*

Learning Portfolio Assignment (5%) – *Noon, September 21st*

Functional Areas Project (30%)

Journals – *5:00pm, October 10th*

Narrative – *In class, October 27th*

Presentation – *In class, November 3rd – November 10h*

Pillars of the Profession (5%) – *In class, September 22nd – October 20th*

Mid-Semester Evaluation (5%) – *5:00pm, October 17th*

Synthesis Competency Exercise (10%) – *Select on September 8th*

Professional Competencies – *In class, November 10th*

Areas of Practice – *In class, November 10th*

Social Justice – *In class, November 17th*

Task Force Captain – *Most work will be Dec 8-12th*

Book Review – Teaching To Transgress (10%) – *5:00pm, November 30th*

Institutional Task Force Report (20%)

Presentation – *In class, December 8th*

Report Draft – *In class, December 1st*

Report Final – *Noon, December 12th*

Mid-Year Reflection/Evaluation (5%) – *December 19th (the last final exam day)*