Introduction to Student Affairs
EDA 4930 section #3629
Location: 202 Peabody Hall: Conference Room
Educational Administration & Policy
Fall 2014

Contact Information:  
Jaime Gresley  
202 Peabody Hall  
352-392-8396  
jaimeg@dso.ufl.edu

Kris Klann  
202 Peabody Hall  
352-392-8396  
krisk@dso.ufl.edu

Office Hours:  
By appointment

Course Description:  
This course is designed for upper-level students who wish to explore student affairs in higher education as a possible career choice. The history and philosophy of student affairs will be explored, along with the practical side of the profession. Additionally, students will leave this course prepared to navigate the graduate school application process.

Course Objectives:  
Students who participate in this course will be able to:
1. Identify career paths within Student Affairs; as well as the variety of roles that a Student Affairs professional assumes daily in their position.
2. Access and utilize various professional resources within Student Affairs: journals, websites, professional organizations, professional standards, etc.
3. Articulate the philosophy of student affairs and how that plays out in various functional areas within a Division of Student Affairs.
4. Critically consume information related to Student Affairs literature and research. Students will explore topics such as student development theory, group dynamics, and organizational theory.
5. Apply philosophical and theoretical concepts to practical situations and dilemmas faced by Student Affairs professionals.
6. Complete the graduate school application process. Students will choose a program that best meets their needs, write a personal statement, cover letter, resume, and solicit references.

Required Reading:  
Text Book:  

Supplemental Readings: will be emailed periodically or passed out during class.

Course Assignments:  
Class Participation  
Due to the nature of the course topic, your active participation in the class sessions is vital to a successful educational experience. Therefore, as members of a learning community, students are expected to actively and thoughtfully engage in class discussions. In order to meet the expectations of this seminar, you should read and study the assigned readings prior to class,
engage in the class discussion, and thoughtfully respond to any assignments.

### Case Study Presentations

<table>
<thead>
<tr>
<th>10 points</th>
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<tbody>
<tr>
<td>The class will be divided into teams and each team will receive a case study focusing on a dilemma that student affairs professionals are likely to encounter. Your goal is to determine the best possible solution.</td>
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</tbody>
</table>

### Assessment and Presentation of a Student Affairs Function Area

<table>
<thead>
<tr>
<th>10 points</th>
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</thead>
<tbody>
<tr>
<td>In order for you to gain a deeper understanding of potential career paths and the various responsibilities of administrators, you will conduct an assessment of a Student Affairs functional area.</td>
</tr>
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### Graduate School Portfolio

<table>
<thead>
<tr>
<th>10 points</th>
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</thead>
<tbody>
<tr>
<td>This assignment is designed to prepare you for the graduate school admissions process. You will be required to submit a <strong>packet</strong> with the following pieces of information:</td>
</tr>
<tr>
<td><strong>List of the three graduate schools that interest you most</strong> – included each school’s application timeline and assistantship application information, along with minimum admissions requirements</td>
</tr>
<tr>
<td><strong>Application timeline</strong> – using the information from your top three schools establish a realistic timeline for you to complete your graduate school application process. Include dates for applications, references, GRE, admissions notification, etc.</td>
</tr>
<tr>
<td><strong>Admissions Essay/Personal statement</strong> – submit a final copy of your admissions essay (follow the guidelines for the school of your choice; include guidelines with your packet)</td>
</tr>
<tr>
<td><strong>Cover Letter</strong> – submit a final copy of your cover letter (1 page)</td>
</tr>
<tr>
<td><strong>Resume</strong> – submit a final copy of your resume (no more than 2 pages)</td>
</tr>
</tbody>
</table>

### Quizzes

| 20(4pts each) |
| Current Events and Hot Topics – |

### Final Reflection Paper – December 9

| 20 points |
| A final exam will be administered in order to evaluate your comprehension of the course material. The exam will cover material presented in class and from the readings. |

### Summary of Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>On going</td>
<td>20</td>
</tr>
<tr>
<td>Case Study Presentation</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Functional Area Presentation</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Graduate School Portfolio</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes (5 at 4 pts each)</td>
<td>TBA</td>
<td>20</td>
</tr>
<tr>
<td>Current Events and Hot Topics</td>
<td>TBA</td>
<td>10</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>TBA</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
<td></td>
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</tbody>
</table>
## Grading Scale

<table>
<thead>
<tr>
<th>Assigned Grade</th>
<th>Points Range</th>
<th>Quality of work</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100-94</td>
<td>Excellent work, exceeds course expectations and submits quality work</td>
</tr>
<tr>
<td>A-</td>
<td>93-90</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>89-87</td>
<td>Very good, clearly and substantially meets course requirements</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>79-77</td>
<td>Good, meets the minimum standards of the course requirements</td>
</tr>
<tr>
<td>C</td>
<td>76-74</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>69-65</td>
<td>Below average performance, does not meet most of the course standards</td>
</tr>
<tr>
<td>D</td>
<td>64-60</td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>60-below</td>
<td>Unacceptable performance, does not sufficiently meet the course standards</td>
</tr>
</tbody>
</table>

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

### Class Attendance:

Attendance will not be taken over the course of the semester, but you will notice that class participation is required and important concepts will be covered in class that are not presented in the text. There is no need to contact me if you need to miss a class; however, I do expect you to communicate extenuating circumstances that may result in prolonged absence. Furthermore, I encourage you to reserve your absences for critical moments such as illness or family emergencies.

### Missed Exam & Late Assignments:

- Missed exams cannot be made up, except for in extreme circumstances. You should contact me as soon as you are aware that you must miss an exam so that an appropriate course of action can be established.
- Generally, points will be deducted for turning in assignments late (2 points per day).
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: [https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx).

### Professionalism:

- It is appropriate to take breaks as needed, without seeking permission, provided you do not disrupt class in a significant way and you attempt to keep such breaks to a minimum.
- Cell phones should be silenced, if not turned off.
- Text messaging is not permitted.
- Given the seminar nature of this course, the use of a laptop is discouraged. Please see me if this is an inconvenience for you.
- You are encouraged to schedule a meeting with me should you find yourself having difficulties in this course.
Course Outline:

Module One: Exploring Student Affairs
What is student affairs?
How does it fit into the goals of higher education?
Historical development?
Personal Interaction with student affairs
Student Development Theory the basics

Module Two: Finding Your Fit
Functional Area Exploration
Institutional Types

Module Three: Graduate School Preparation and Discovery
What to look for in a program
Resumes, Cover Letter and Interview prep
Personal Statement

Module Four: Next Steps Lifelong learning and Engagement
Case Studies

*Note: This schedule is tentative and subject to change at that discretion of the instructor, although only with full and fair disclosure.

ADA Accommodations:
Students requesting classroom accommodation must first register with the Disability Resource Center located in 0020 Reid Hall or via phone at (352) 392-8565. The Disability Resource Center will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Religious Accommodations:
Any student who requires academic accommodations for a religious observance should provide me with a written request for a reasonable modification. This written request should be submitted no later than the end of the class session during the second week of classes. Feel free to contact me after class, during my office hours, or by individual appointment to discuss this further.

Academic Honesty:
It is your responsibility to know of the prohibited actions; such as cheating, fabrication, plagiarism, academic and personal misconduct, so that you can avoid them. All students are held to the standards outlined in the honor code. Please reference the entire code for a complete listing (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code). Any violation may result in serious academic penalty, ranging from receiving a warning, to failing the assignment, to failing the course, to expulsion from the University.
**Evaluation:**

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu/results](https://evaluations.ufl.edu/results).
Appendix A:
List of Professional Organizations

- American College Personnel Association (ACPA)
- National Association for Student Personnel Administrators (NASPA)
- American Association for Employment in Education (AAEE)
- American Counseling Association (ACA)
- American College Counseling Association (ACCA)
- Association of Collegiate Conference & Events Directors-Int'l (ACCED-I)
- American College Health Association (ACHA)
- Association of College Honor Societies (ACHS)
- American College Personnel Association (ACPA)
- Association of College and University Housing Officers -- International (ACUHO-I)
- Association of College Unions International (ACUI)
- Association of Fraternity Advisors (AFA)
- Association on Higher Education and Disability (AHEAD)
- Association for Student Judicial Affairs (ASJA)
- Canadian Association of College and University Student Services (CACUSS)
- Collegiate Information and Visitor Services Association (CIVSA)
- Council for Opportunity in Education (COE)
- College Reading and Learning Association (CRLA)
- National Association for Campus Activities (NACA)
- National Academic Advising Association (NACADA)
- National Association of College Auxiliary Services (NACAS)
- National Association of Colleges and Employers (NACE)
- National Association of College Stores (NACS)
- National Association of College and University Food Services (NACUFS)
- National Association for Developmental Education (NADE)
- NAFSA - Association of International Educators (NAFSA)
- National Association of Student Affairs Professionals (NASAP)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Student Personnel Administrators (NASPA)
- National Clearinghouse for Commuter Programs (NCCP)
- National Clearinghouse for Leadership Programs (NCLP)
- National Consortium of Directors of Lesbian, Gay, Bisexual, and Transgender
- Resources in Higher Education (Consortium)
- National Council on Student Development (NCSD)
- National Intramural and Recreational Sports Association (NIRSA)
- National Orientation Directors Association (NODA)
- National Society for Experiential Education (NSEE)
- National Women's Studies Association (NWSA)
- The Network: Addressing Collegiate Alcohol and Other Drug Issues (The Network)
- Southern Association for College Student Affairs (SACSA)