Class Location: Bobst, Lower Level 139  
Class Time: Wednesday, 4:55 – 6:35

Instructor: Ann Marcus  
Office: Pless Annex, room 784  
Phone: 212.998.5005  
Email: ann.marcus@nyu.edu

Course Description

The purpose of this seminar is to provide an introduction to the higher education and student affairs profession and the program of study in NYU’s program in Higher Education/Student Personnel Administration. Part-time students will have the opportunity to develop an understanding of the many dimensions of theory and practice in higher education as they develop insights through reflection and analysis of their own practice.

Specific objectives include:

1. Developing an understanding of the scope and nature of professional responsibilities in the full array of higher education and student affairs roles in colleges and universities;
2. Learning about the history, values and ethics of professional/student affairs practice;
3. Learning how to link academic study with worksite and professional responsibilities;
4. Understanding and improving the skill of reflective practice;
5. Enhancing competencies in using academic/research resources and writing.

Conduct of the Class

This class will function as a seminar where everyone will participate in discussions each week, and we will learn from one another. The emphasis will be on learning about our field, challenging our assumptions, reflecting about our practice and learning from our experience. We will also have guests who are senior administrators in various aspects of the profession, some of whom may be graduates of our program.

Assignments each week will include both reading and writing, much of which will be submitted to me via the Blackboard upload function. Some assignments will be for all students. Others will be designated for Group A or B. You can find your group by checking Blackboard under "Announcements." Assignments will be communicated by Friday of each week. Response papers can be written informally (without footnotes or citations) and can be 1 - 2 pages in length.

Confidentiality: During this seminar we will all be talking about our professional situations and specific challenges we have faced or are facing now. Therefore it is especially important that we consider these conversations to be completely confidential.

Academic integrity can be complicated in the contemporary information environment. We will be discussing some of these issues in class. Please refer to the Steinhardt School of Education’s Statement on Academic Integrity in the Steinhardt Student Guide, 2007-2009 or at www.education.nyu.edu/students

Class Requirements
1. Students should come to class fully prepared and participate actively in weekly discussions.
2. All students will present an office profile to the class.
3. Students will prepare some weekly written responses to questions posed by the readings.
4. Students will maintain a professional journal with entries related to readings or issues that arise in class discussions; a summary of journal entries is due at the end of the course.
5. Students will write a brief literature review on a topic related to higher education and/or student affairs practice.

**Attendance and Participation:** Attendance is mandatory, except in exceptional circumstances. If you have to miss class, please notify me by email in advance. Missed classes may result in lower grades. Each person is important to the dynamic of the class, and therefore students are encouraged to attend all class meetings and participate in class discussions.

**Writing:** All writing for this course, even weekly writings, should be in standard format, i.e. double-spaced, 12 point, Times New Roman font, and 1” margins. Any citations of the literature should be in APA format. APA style manuals can be found in the bookstore; a good online guide to APA format guide found at: [http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796](http://www.vanguard.edu/faculty/ddegelman/index.aspx?doc_id=796).

All written work will be reviewed for the quality of thinking and analysis and careful use of correct form. However, grammar, spelling, punctuation and word choice will also be considered. It is important that you take the time to write more than one draft; you must proofread and edit carefully.

**Evaluation and Grading:** The Practicum is a pass/fail course. The minimum number of points needed to pass is 80. Points are distributed as follows:

These are the maximum points possible for each assignment:

1. Class Participation 20
2. Presentation of Office Profile 15
3. Case Study Presentation 15
4. Literature Review 25
5. Journal/Journal Summary 25

**Class Assignments**

**The Office Profile:** Each student will present an office profile to the class. It should include location within the institution's organization; its missions/goals/purposes; the student's specific responsibilities; and some information/insight about how someone in this role can be helpful to students and serve the educational community.

The profile should include a presentational aid such as a handout, charts (no power point) and should last about 6 minutes with an additional 3-4 minutes for questions/discussion. Profiles will be scheduled randomly on the first day of class, and the first will be presented at our 3rd or 4th class meeting.

**Reflective Journals:** During the course of the semester, students will write at least 4 entries spread out over several weeks. The purpose is to reflect on issues in our readings and discussions as they pertain to your role as a current or future professional. A reflective journal identifies aspects of your professional role and
submits them to critical analysis, allowing you to discover underlying assumptions or issues: what happened and why; how your learning may inform or shape the situation or your response; what, upon reflection, you might have handled differently, --- in other words, how your practice may evolve.

Each entry should be approximately 2 pages double-spaced. Toward the end of the course, you will prepare a Journal Summary of 5 - 6 pages outlining some of your experiences this term, and how you have begun to reflect on your professional development. Included in this should be a statement of your short-term personal/professional learning objectives.

**Literature Review:** Students will conduct a literature review on a topic of choice related to higher education and student affairs practice. The sources must include at least five academic sources (journal articles and books). Sources like *The Chronicle of Higher Education, The New York Times* or online journals can be used but only to supplement your research sources.

Papers should identify the problem to be studied including an explanation of why this is an important topic. The literature should be reviewed in terms of how it advances understanding of this topic. The paper should end with your analysis of the significance of your findings.

Papers should be at least 6 pages in length and contain at least 6 formal citations of the literature. *We will review the requirements in class.* Outlines are due in advance and you will receive feedback on your outline.

**Case Studies:** The class has been divided into groups (please see Blackboard for group assignments). For the final portion of the course, each group will be given a case study to explore, evaluate and present as a group project. Presentations should build upon the course readings and class discussions that will have taken place earlier in the semester.

**Reading List**

**Required Text available at the NYU Bookstore:**

**Excerpts from these works will be made available on Blackboard (BB) for required reading:**

Additional articles or chapters may be assigned as the course progresses.

All assignments on the schedule below should be submitted via Blackboard by 5PM on the Tuesday before the date indicated.

**Course Schedule**
<table>
<thead>
<tr>
<th>WEEK/DATE</th>
<th>TOPIC</th>
<th>READINGS/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1. Jan. 20 | Introduction to Course and Orientation to Program | In *Hirt*:  
• Chapter 1- What Do We Really Know About Student Affairs Work, pp. 1 – 10 |
| 2. Jan. 27 | The Organization of Student Affairs | Reading:  
In *Komives*:  
• *G.J. Dungy*, Organization and Functions of Student Affairs, Ch. 15, pp. 339-357.  
*Groups A and B: Writing* |
| 3. Feb. 3 | Overview of Higher Education | Reading:  
In *Komives*:  
• *S. Hurtado*, Institutional Diversity in American Higher Education, Ch. 2, pp. 23-44;  
• *E.M. Nuss*, The Development of Student Affairs, Ch. 4, pp. 65- 88.  
*Group A: Writing, Group B: Journal Entry* |
| 4. Feb. 10 | Professionals in Higher Education | Reading:  
(BB) In *Blimling*:  
• *G.S. Blimling and E.J. Whitt*, Identifying the Principles That Guide Student Affairs Practice, Ch. 1, pp. 1-20.  
(BB) In *Cooper*:  
(BB):  
*Groups A and B: Journal Entry* |
| 5. Feb 17 | Research, Writing, and Capstone Project | *Bobst Library Visit- PC Lab #2, Lower Level* |
| 6. Feb. 17 | Campus Diversity | Reading:  
In *Komives*:  
• *E. El-Khawas*, The Many Dimensions of Student Diversity, Ch. 3, pp. 45-64  
• *D.M. Talbot*, Multiculturalism, Ch. 19, pp. 423-446. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. March 3</td>
<td>Ethical and Legal Considerations</td>
<td>(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• K. Renn, Understanding Identities of Mixed Race College Students Through a Developmental Ecology Lens.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group A: Journal Entry, Group B: Writing</em></td>
</tr>
<tr>
<td>8. March 10</td>
<td>Student Affairs at Comprehensive and Liberal Arts Institutions</td>
<td>(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• J. D. Toma &amp; R. L. Palm, The Academic Administrator and the Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- The Employment Relationship with Faculty and Staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Students in the Academic Setting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• J. Glater, The Debt Trap: Colleges Profit as Banks Market Credit Cards to Students. <em>New York Times</em>.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group A and B: Journal Entry</em></td>
</tr>
<tr>
<td>March 17</td>
<td>Spring Break: No Class</td>
<td></td>
</tr>
<tr>
<td>9. March 24</td>
<td>Counseling Strategies and Advising</td>
<td>(BB)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• R.B. Winston, Jr., Counseling and Helping Skills, Ch. 22, pp. 484-506.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• P. Love, Advising and Consultation, Ch. 23, pp. 507-524</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• S. L. Taylor, Conflict Resolution, Ch. 24, pp. 525-538</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group B: Journal Entry</em></td>
</tr>
<tr>
<td>10. March 31</td>
<td>Student Affairs at HBCUs and HSIs</td>
<td>(BB)</td>
</tr>
<tr>
<td></td>
<td><strong>Literature Reviews Due</strong></td>
<td>• Chapter Six- The Guardians: Professional Life at Historically Black Colleges and Universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chapter Eight- The Change Agents: Student Affairs Administration at Hispanic-Serving Institutions</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group A: Journal Entry</em></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
</tbody>
</table>
| 11. April 7| **Student Affairs at Research Universities and Community Colleges** | **Reading:**  
  • In *Hirt:*  
  • Chapter Five- The Specialists: Professional Life at Research Universities  
  • Chapter Seven- The Producers: Professional Life at Community Colleges |
| 12. April 21 | **Case Studies** | **Reading:**  
  • Case Study Readings |
| 13. April 28 | **Where You Work Matters** | **Reading:**  
  • In *Hirt*  
  • Chapter Nine-Where You Work Matters |

*Journal Summary Due: Wednesday, May 4, 5pm*