ELPS 425: Student Affairs Profession in Higher Education
Summer 2018 Course Syllabus
Tuesdays 4:15pm-6:45pm
Corboy 326

Instructor Information

Darren Pierre, Ph.D.
Clinical Assistant Professor, Higher Education Loyola University Chicago
Email: dpierre1@luc.edu
Office Hours: By Appointment

Required Text


*Additional readings are on Sakai

Additional Resources:

www.myacpa.org ACPA College Student Educators International
www.naspa.org NASPA Student Affairs Administrators in Higher Education
www.studentaffairs.com Online Guide for Student Affairs Professionals
www.chronicle.com The Chronicle of Higher Education
www.insidehighered.com Inside Higher Education
Course Description

This course is intended to serve as an introduction to the profession/vocation of student affairs within higher education. The intentions of this class are to give students a foundational understanding of the field, the role student affairs play within the larger system of higher education, and the expectations/experiences of practitioners within the field. Work within this course will engage students in diverse forms of learning. In this class, we all are expected to be learners and teachers. Therefore, class participation, and completion of reading assignments prior to class are critical to the success of this course.

Course Objectives

- To provide students with an understanding of the theoretical constructs that frame student affairs as a field
- To further understanding of higher education, and student affairs as a practitioner
- To support students in understanding student affairs as a vocation, and a discipline
- Further awareness of critical issues within the field of student affairs
- To provide opportunity for students to connect with colleagues currently working within the field
- To offer opportunities to work collaboratively in environments that simulate those seen within the profession
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- Developing skill in expressing oneself orally or in writing
- Developing a clearer understanding of, and commitment to, personal values
- Learning to analyze and critically evaluate ideas, arguments, and points of view
- Acquiring an interest in learning more by asking questions and seeking answers
Grading & Assignments

**Personal Philosophy Statement (35%)**
Based on the materials presented in class, and your own experiences within student affairs, please develop a 4-6 page personal philosophy statement that outlines your core beliefs as it relates to being a practitioner in student affairs. Feel free to make this autobiographical in nature, recounting your own educational journey and experiences within student affairs along the way.

**Final Term Paper (40%)**
This paper will ask you to provide a rationale for the relevance of student affairs. In a time where resources are limited, and more and more colleges/universities are collapsing student affairs within academic affairs; you are asked to provide an argument, supported by the literature for why student affairs should (or should not) remain as a profession. *7-9 pages in length.

**PechaKucha (10%)**
Based on the readings throughout the course, influenced by your personal philosophy statement; each student will be given six minutes to do a presentation in the format of a PechaKucha. A PechaKucha is a presentation formatted with 20 slides (timed 20 seconds each) that advance automatically as you talk. For more information, visit [www.pechakucha.org](http://www.pechakucha.org)

*Each assignment is due by 11:30pm the date it is assigned. All papers should be uploaded onto Sakai as either a word, or PDF document (work should be APA formatted)*

**Class Participation and Attendance (15%)**
Your participation and attendance in class are critical to success of this course. Each student brings a unique perspective that enhances the work, knowledge, and competencies of all those who comprise this community. You are asked to come to class prepared to discuss the readings, trouble the concepts presented in class, be prepared to engage with the guest presenters, and support your peers through the process.
## Grading Breakdown

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>PechaKucha</td>
<td>10%</td>
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<tr>
<td>Personal Philosophy Statement</td>
<td>35%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Class Participation and Attendance</td>
<td>15%</td>
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</table>

Final grades will be determined by totaling the points received on each of the assignments above (100-94 = A, 93-90 = A-, 89-86 = B+, 85-83 = B, 82-80 = B-, 79-77 = C+, 76-74 = C, 73-70 = C-, 69-65 = D+, 64-61 = D, 60-58 = D-, 57>=F).
Idea Course Evaluation

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity.

Here is a link to access Loyola University Chicago School of Education statement on Academic Integrity: http://luc.edu/education/resources/academic-policies/academic-integrity/

Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at the http://luc.edu/sswd/index.shtml

Conceptual Framework: Professionalism in service of Social Justice

Our Conceptual Framework —Social Action through education is exemplified within the context of this course. This course pays special attention to the role diversity and social justice play in the context of identity development amongst college students

- **Diversity.** This course will examine the voices that have been part of leadership education, and those voices limited in the conversation on leadership. Within the course, students are asked to respect the diverse views, experiences, and backgrounds held by their peers.

- **Social Justice.** As educators, students are invited to see the role they play in agitating environments to be just in the representation of all individuals, to advocate for equity in the communities they serve, and to see the ways in which systems of power and privilege have historically served as voices within the discussion and development of leadership education and development.
Electronic Communication Policies and Guidelines

The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities.

Here is a link to access the School of Education Policy on Cyberbulling: http://luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf
Here is a link to access the School of Education Netiquette Guidelines: http://luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf
Here is a link to access Information Technology Services Policies and Guidelines: http://luc.edu/its/itspoliciesguidelines/index.shtml

EthicsLine Reporting Hotline

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

For More information, visit: https://secure.ethicspoint.com/domain/media/en/gui/34712/index.html

Diversity & Inclusion

This course's content and design are intended to celebrate the aims of diversity inclusion. Conversations on difference based on social identity, or viewpoint are illuminated to further ideals rooted in a more socially just society. You are asked to respect the identities and viewpoints you hold, and offer that same level of respect to others while in this class. When these intentions are not met, you are asked to share those, so as a community we can address concerns.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here

Syllabus Addendum Link

• www.luc.edu/education/syllabus-addendum/

Summer 2018 – Syllabus: ELPS 425 Foundations in Student Affairs
Darren Pierre, Ph.D. - Instructor
<table>
<thead>
<tr>
<th>Dates</th>
<th>Readings</th>
<th>Assignments</th>
<th>Guest</th>
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<tbody>
<tr>
<td>May 22</td>
<td>Introduction – Overview of the Course  Schuh, Jones, and Torres (Part One)  SPPV 1937 &amp; 49  ACPA Student Learning Imperative  Magolda &amp; Magolda (Part One) Principles of Good Practice CAS Ethical Standards Professional Competencies for Student Affairs Levine &amp; Dean</td>
<td>Guest Presenters (LUC Alumni) Christian Hightower, Assistant Director of Student Leadership Development &amp; Dr. Michael Bumby, Director of Development – Kogod School of Business, American University</td>
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<td>May 29</td>
<td>Schuh, Jones, and Torres (Part Two), Cha. 15 &amp; Ch. 16  Magolda and Magolda Chapter 3, 4 &amp; 5 Carpenter &amp; Stimpson (2009) Lee &amp; Helm (2013)</td>
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<td>Dr. Sonja Ardoin, Clinical Assistant Professor Boston University</td>
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<td>June 5</td>
<td>Magolda and Magolda (Ch. 20-24  Cuyet, Longwell-Grice, and Molina (2009) Tull (2006)  Schuh, Jones and Torres (Chapter 17, 18 &amp; 25) Kuk &amp; Banning (2009)</td>
<td>Philosophy for Practice</td>
<td>Dr. Brooke Supple, Chief of Staff, Office of the Vice President for Student Affairs – University of Maryland-College Park</td>
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<td>June 26</td>
<td>Schuh, Jones, and Torres, (Chapter 31-33) Pope, Mueller and Reynolds (2009)</td>
<td>Final: Relevance of Student Affairs  PechaKucha</td>
<td>Dr. Shea Kidd Houze, Assistant Vice Chancellor for Student Life and Dean of Students, University of Tennessee</td>
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Professional Dispositions  
Loyola University of Chicago  
Higher Education Program

The School of Education (SOE) prepares professionals and in so doing wants to ensure that students exhibit professionalism, pursue inquiry, and enact social justice prior to graduating. All students in SOE are assessed based on a Professional Disposition Rubric in each of their classes.

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<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
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<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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<td>Student meets all deadlines</td>
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<td>Student attends class and is punctual for all professional obligations</td>
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<td>Student communicates promptly with faculty, supervisors, employers, and peers (no longer than 2 business days)</td>
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<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<td>Social Justice</td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student fails to consider the situation of others in making professional decisions and acts inequitably</td>
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<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td>Student exhibits active listening skills</td>
<td>Student is able to accept constructive feedback</td>
<td>Inquiry</td>
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<td>Student exhibits exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student believes and demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student fails to understand and/or demonstrate in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>Student is sensitive to cultural differences</td>
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<td>Student respects the diversity of learning styles</td>
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<td>Student uses the framework of social justice in decision making</td>
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Readings


American Council on Education. (1937). *The student personnel point of view* (American Council on Education Students, series 1, no. 3)


affairs master's students' career plans. *Journal of Student Affairs Research and Practice.* 51 (2), 170-182