

## ***CSP 601: Foundations and Functions of College Student Personnel***

Bowling Green State University

Summer 2004 Course Syllabus

Monday/Wednesday—1:30 p.m.–4:20 p.m.; ED 351

Tuesday/Thursday—9:30 a.m.–12:20 p.m.; ED 355

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### **Course Objectives**

The primary goal of this course is to provide the graduate student with a comprehensive introduction to the field of college student personnel and its role within the context of American higher education. A related goal is to develop a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

Students participating fully in the course will develop an understanding of the:

- historical and philosophical influences and organizational structures that have guided the evolution of higher education and the student affairs profession
- purpose, organization, roles, and functions of student affairs and its relationship to the academic community
- changing nature of higher education in America and the role higher education should play in a multicultural society
- roles of the student affairs professional, issues of concern to the contemporary practitioner and the initiation of a professional identity within the field
- role of the professional literature and various professional associations as contributors to continuous professional development
- skills of analysis, synthesis, and communication (verbal and written) concerning issues and ideas salient to the student affairs profession

### **Required Texts**

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

Komives, S. R., Woodard, D. B., Jr., & Associates. (2003). *Student services: A handbook for the profession* (4th ed.). San Francisco: Jossey-Bass.

MacKinnon, F. J. D., & Associates. (2004). *Rentz's student affairs practice in higher education* (3<sup>rd</sup> ed.). Springfield, IL: Thomas.

### **Course Requirements**

The objectives of this course will be pursued through required readings, class discussion, written assignments, and presentations. Final evaluation of your work will be based on the quality of your contribution to class discussions and on your performance on all written and oral assignments. Assignments are due at the beginning of class on the dates indicated on the schedule. Late assignments will receive little or no written feedback and a lower grade unless we have made other arrangements prior to class.

Papers and citations should be submitted in APA style (5th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.

## Assignments

### **Attendance and Participation**

It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered, distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Your attendance strongly influences your grade for class participation. Students with three or more absences are unlikely to earn a grade higher than B.

In order to fully participate in class, you are expected to do all assigned readings prior to class. Additional readings may be assigned during the semester. There is a substantial amount of reading for this course. To accomplish all of it, you will need to plan your schedule carefully.

### **Issue Papers**

*Rationale:* Student affairs professionals are often called upon to prepare: (1) written documents explaining complex issues facing administrative units; (2) proposals for new programs; or (3) documentation of the need to continue existing programs. Since senior level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

*Guidelines:* Identify two important, current, and controversial issues in student affairs and higher education and collect resources addressing them. Make sure that a reasonable argument for and against each issue can be made. For example, one cannot reasonably argue for sexual assault or harassment. One can argue the merits of a particular policy on sexual harassment or adjudicating cases of sexual misconduct.

To prepare two issue papers, research the topics, read, and consider conducting interviews. Sources for securing information on issues include (but are not limited to): *Journal of College Student Development*, *NASPA Journal*, *NASPA's Net Results* (on-line), *Journal of Higher Education*, *Journal of Counseling and Development*, *Journal of College and University Student Housing*, *Change*, *College and University*, *About Campus*, *Phi Delta Kappan*, and the *Chronicle of Higher Education*. Since a major purpose of this assignment is to introduce you to the profession's literature base, citations from the popular press (e.g., *Time*, *Newsweek*, *Rolling Stone*) should be minimized. You may utilize academic electronic resources available on the World Wide Web. (*The Chronicle of Higher Education* is a good source for topics but is not a refereed journal.)

Each issue paper must include at least three references and at least one should be from a refereed journal.

You will write two issue papers using this format:

- (1) Make a compelling argument *for* the issue.
- (2) Make a compelling argument *against* the issue.
- (3) Take a stand. Why do you believe as you do?
- (4) What are the implications of your position for student affairs practice?

As one purpose of this assignment is to learn to write in APA style, your paper (including references and citations) must follow APA guidelines as given in the *Publication Manual of the American Psychological Association*. **Issue papers may not exceed 600 words** -- including titles, references, etc. You do not need to include a cover page. Use the word count function of your word processor and type the word count at the end of the paper. (e.g., Word count = 598)

Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 2 and 3 of the *APA Publication Manual*.

You can revise and resubmit your first issue paper twice. Your second paper will be reviewed by a classmate and resubmitted based on that feedback. You may submit one additional revision after receiving a grade on #2.

### Functional Area Handout

*Purpose:* To learn about the different functional areas frequently associated with student affairs.

*Guidelines:* Beginning with the appropriate chapter in the *Student Affairs Practice in Higher Education* book and talking with one student affairs practitioner in your chosen functional area, prepare a one sheet, double-sided handout for each class member. This handout should include:

- A summary of the chapter
- A quick example of an issue in the area covered by *The Chronicle of Higher Education*
- A job announcement for an entry-level position in that area

On the day your assignment is due, come prepared to help facilitate discussion on that functional area during the “Functional 15” -- the last 15 minutes of the class.

### Faculty Interview

*Purpose:* To learn about a faculty member’s perspectives on the role of faculty and the extent of his or her awareness and understanding of the student affairs profession, and to interact personally with a faculty member as a member of a campus sub-culture with its own specific values and concerns.

*Guidelines:* Contact an undergraduate college or university faculty member to request an interview. Because one purpose of the assignment is to acquaint you with a faculty member, please meet in person, not via phone or e-mail. You may want to seek permission to audio-record the interview. Please choose someone you do not already know.

Suggested Interview Questions (paraphrase and adapt as necessary):

1. What are your major roles and responsibilities as a faculty member?
2. What is the purpose of the faculty on campus?
3. How would you describe the faculty culture on campus?
4. What do you think is the purpose of student affairs programs and services on campus?
5. What experiences have you had with student affairs as a faculty member or as a student?
6. What role do you believe that student affairs should have in realizing the educational mission of the college?
7. How can student affairs support the university's instructional mission?
8. Does the faculty have a role in supporting the mission of the student affairs division? If so, what is that role?

Based on the interview and relevant readings, write an analysis paper not to exceed 1750 words.

(Include word count.) Papers should include:

- Your impression of faculty roles and responsibilities
- Connections between the faculty member’s perceptions and key aspects of faculty culture as presented in course readings
- Informed opinions about the faculty role and its compatibility with the student affairs culture
- Reflections on how you, as a student affairs professional, can work effectively with faculty

In your paper, use a pseudonym for the faculty member. You do not need to cite your interview as “personal communication.” Set up your paper indicating that you interviewed Dr. Jones. Then you can write something to the effect of “Dr. Jones stressed the importance of . . . .”

## Site Team Visits

- A. Project Objectives
1. To develop an improved understanding of a specific type of postsecondary institution.
  2. To develop an improved understanding of student affairs work within a unique institutional setting.
  3. To develop an improved understanding of how institutions are meeting the challenges presented by an increasingly diverse student body.
- B. Conducting the On-Site Campus Visit
1. Each graduate student will serve as a member of a site visit team responsible for studying and analyzing a specific institution, its student affairs division, and one functional area within student affairs. Different campus settings reflecting various institutional mission statements and organizational arrangements within student affairs will be selected as field sites.
  2. Each site team will make its own arrangements for its campus visit(s) in preparation for the oral class presentation.
  3. Your group should begin immediately to arrange your campus visit. It is possible that you will not be able to accomplish everything in one visit. Should you have difficulty making contacts, communicate promptly with me.
  4. It is important to be good anthropologists or cultural visitors. You are going to campus to *understand*, as understanding must occur before evaluation does. Consider yourself as guests in a foreign land. To that end, reserve judgment since it is likely premature, ask good questions, listen well, look from the perspectives of locals, be unobtrusive, blend in to the campus, and express gratitude to all who help. You will be well served to read the Whitt article for the final class on the schedule below.
- C. Realizing Project Goals
- To realize the above goals the following three areas must be addressed. Each area will be weighted equally in the evaluation.
1. The institutional setting. What are the characteristics that contribute to the uniqueness of the campus setting: size, affiliation, mission, location, faculty, curriculum, students, costs, etc.? What are the institution's values as expressed through its mission? How does it structurally organize itself to realize those values? What is its relationship to the community? What are its constituent groups (i.e., administrators, faculty, alumni, and most importantly students) like?
  2. Student affairs. What is the mission of the student affairs organization? How has student affairs structurally organized itself to realize that mission (i.e., How is it organized and what functional areas constitute the student affairs division)? How does the student affairs mission support or conflict with the institutional mission? What is the role of student affairs within the institution? What is its relationship to other administrative units on campus? What role does the senior student affairs officer (SSAO) play?  
 In addition, in this section of the presentation you must examine the operation of one functional area (to be assigned) within the student affairs division. To realize that goal will require addressing the following questions for the functional area: What are the goals of the area? What is its role within student affairs? Who are the students it serves? What programs and services appear innovative or most effective? What are the current issues confronting practitioners in this functional area? (It may be helpful to get a copy of the organizational chart.)
  3. Diversity on campus. In what ways is diversity present on the campus? (Think broadly in terms of race, ethnicity, gender, sexual orientation, age, enrollment status, etc.) Has *the institution* articulated multiculturalism or diversity as an institutional goal? What specific programs have been implemented to enhance and support diversity on campus? Has the curriculum been modified to become more multicultural? Which divisions (e.g., academic affairs, student affairs) have been most instrumental in establishing and realizing multicultural goals for the institution? What has been the student affairs division's response to increasing student diversity? (Note: The institution may not have an actual written diversity statement. However, what evidence can you find of efforts to address diversity and multiculturalism on the campus?)

While each of these three areas must be discussed, the focus of the project is on better understanding a unique institutional setting and how that setting influences the student affairs function. As such it is very important to consider goals two and three within the unique context of your assigned institution. So, consider how both the content and style of your presentation can assist the class in getting a feel for your identified institution and how student affairs and the selected functional areas operate in that context.

#### D. The Class Presentation

1. Your presentation will be graded on your ability to: (1) communicate a feel for the institution, its student affairs function(s), and its multicultural mission; and (2) connect your observations about those three areas to the material we have been reading and discussing in class (e.g., the CAS Standards, the readings from the Rentz book).

The class presentation should focus on all three identified objectives. Your goal should be to develop an understanding of the institution and to convey that understanding to the class. Look complexly at issues. For instance: How might a multicultural mission differ at a historically Black college or university (HBCU) versus a predominately White institution (PWI)? How is the campus affected by its geographic location (urban, suburban, rural, etc.)? What about public versus private institutions? What does community mean at an institution that values independence and non-conformity?

Each site team will be limited to a 45-minute class presentation. The members of the site team will determine the style of the oral report. However, each group will be required to utilize PowerPoint to present their findings. You are encouraged to use innovative and creative ways for communicating your ideas and a sense of the campus setting. Remember, creativity in presentation format does not, necessarily, mean informal. It is possible to conduct a formal presentation that is interactive, creative, and fun.

2. Materials gathered during the campus visit may be used to highlight significant programs. A brief outline of the class presentation distributed to colleagues will help them retain important information and ease the task of note taking.
3. Each site team is required to prepare an evaluation form that class members can use to assess the quality of their presentation.

### Midterm and Final Examinations

The midterm exam is a combination of short answer and essay questions. A study guide will be provided. The final exam is a take-home essay exam.

### Evaluation

Issue Papers	20%
Functional Area Handout	10%
Faculty Interview	10%
Site Team Reports	20%
Midterm Examination	20%
Final Examination	20%

Your final grade in the course is the weighted average of grades received on individual assignments.

About grading: An “A” paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, and is well written and generally free from errors (typographical, grammatical, etc.). A “B” paper is good. It has some weaknesses in one of more of these areas but is well done overall. A “B” is a perfectly reasonable grade in graduate school. Lower grades are assigned to papers with more significant weaknesses in the areas noted above.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester

## Academic Integrity

You will be held accountable to high standards for academic integrity and should read and understand the policy on academic integrity as printed in BGSU's Student Handbook. Utilizing the ideas, expressions, or words of others without citing the source constitutes plagiarism. Therefore, you must cite sources in your work. Please also note that you may not submit an assignment for this class that has been previously submitted for another course. Please read the Code of Academic Conduct available at <http://www.bgsu.edu/offices/sa/book/>.

## Students with Disabilities

If you have a documented disability, are registered with the [Disability Services for Students Office](http://www.bgsu.edu/offices/sa/disability/) (<http://www.bgsu.edu/offices/sa/disability/>), and are entitled to accommodations, please inform me as soon as possible.

## E-mail Account

If you do not already have an active e-mail account, please have one activated prior to the second class meeting. Announcements and readings will be distributed via e-mail. Please check your account regularly.

## Cell Phone and Pager Policy

If you must bring a cell phone or pager to class, please insure that it is either off or on silent mode. If you must take a call, please leave the classroom.

## Recommended Resources

- Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
- Barr, M. J., & Desler, M. K. (2000). *The handbook of student affairs administration*. San Francisco: Jossey-Bass.
- Bliming, G. S., Whitt, E. J., & Associates. (1999). *Good practice in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.
- Boyer, E. L. (1987). *College: The undergraduate experience in America*. New York: Harper & Row.
- Chickering, A. W. (1981). *The modern American college: Responding to the new realities of diverse students and a changing society*. San Francisco: Jossey-Bass.
- Fleming, J. (1984). *Blacks in college: A comparative study of students' success in black and in white institutions*. San Francisco: Jossey-Bass.
- Jencks, C., & Riesman, D. (1968). *The academic revolution*. Chicago: The University of Chicago Press.
- Kuh, G. D., Schuh, J. H., Whitt, E. J., & Associates. (1991). *Involving colleges: Successful approaches to fostering student learning and development outside the classroom*. San Francisco: Jossey-Bass.
- Manning, K., & Coleman-Boatwright, P. (1991). Student affairs initiatives toward a multicultural university. *Journal of College Student Development*, 32, 367-374.
- Miller, T. K., & Prince, J. S. (1976). *The future of student affairs: A guide to student development for tomorrow's higher education*. San Francisco: Jossey-Bass.
- Mueller, K. H. (1961). *Student personnel work in higher education*. Boston: Houghton-Mifflin.
- National Association of Student Personnel Administrators. (1989). *Points of view*. Washington, DC: Author.
- Nidiffer, J. (2000). *Pioneering deans of women: More than wise and pious matrons*. New York: Teachers College Press.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students*. San Francisco: Jossey Bass.
- Pope, R. L., & Reynolds, A. L. (1997). Student affairs core competencies: Integrating multicultural awareness, knowledge, and skills. *Journal of College Student Development*, 38, 266-277.
- Rentz, A. L. (1994). *Student affairs: A profession's heritage*. Lanham, Maryland: University Press of America, Inc.
- Rosenberry, L. K. M. (1915). *The dean of women*. Boston: Houghton Mifflin.
- Rudolph, F. (1962/1990). *The American college and university: A history*. New York: Random House.

Solomon, B. M. (1985) *In the company of educated women: A history of women and higher education in America*. New Haven: Yale University Press.  
Special Issue: The Student Learning Imperative. (1996). *Journal of College Student Development*, 37 (2).

*About Campus*  
*Chronicle of Higher*  
*Education*

*Journal College Student*  
*Affairs*  
*Journal of College Student*  
*Development*

*NASPA Journal*  
*Journal of Higher Education*  
*Research in Higher Education*  
*Review of Higher Education*

List of journals related to student affairs: <http://www.acpa.nche.edu/comms/comm12/journals.htm>

**Schedule**

Tentative schedule and readings. Other readings will be assigned as necessary.

<b>Date</b>	<b>Topic and Readings</b>	<b>Assignments</b>
Class #1 June 14/15	<b>Course Introductions and Expectations</b> <ul style="list-style-type: none"> <li>▪ American Psychological Association. (2001). <i>Publication manual of the American Psychological Association</i> (5th ed. pp. 31-76.). Washington, DC: American Psychological Association.</li> </ul>	
Class #2 June 16/17	<b>Higher Education in America: Periods of Transition</b> <ul style="list-style-type: none"> <li>▪ Thelin, J. R. (2003). Historical overview of American higher education. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 3-22). San Francisco: Jossey-Bass.</li> <li>▪ Education White Paper by Russell Edgerton—Three Minute History of Higher Education (Ch. 1 &amp; 2) (distributed in class) <a href="http://www.pewundergradforum.org/wp1.html">http://www.pewundergradforum.org/wp1.html</a></li> </ul>	
Class #3 June 21/22	<b>Higher Education in America: Periods of Transition (continued)</b> <ul style="list-style-type: none"> <li>▪ Timeline: The long hard road to educational equity. (1987, Fall/1988, Winter). <i>Educational Record</i>, 68 (4)/69 (1), 16-22. (On reserve in 330)</li> <li>▪ Hurtado, S. (2003). Institutional diversity in American higher education. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates <i>Student services: A handbook for the profession</i> (4th ed., pp. 23-44). San Francisco: Jossey-Bass.</li> </ul>	Issue paper #1 due
Class #4 June 23/24	<b>The CSP Profession: A Search for Identity</b> <ul style="list-style-type: none"> <li>▪ Nuss, E. M. (2003). The development of student affairs. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates, <i>Student services: A handbook for the profession</i> (4th ed., pp. 65-88). San Francisco: Jossey-Bass.</li> <li>▪ Rentz, A. L. (1996). Student affairs: An historical perspective. In F. J. D MacKinnon &amp; Associates. (2004). <i>Rentz's student affairs practice in higher education</i> (3<sup>rd</sup> ed., pp. 27-57). Springfield, IL: Thomas.</li> </ul> <p>“Functional 15” – Academic Advising (Chapter 4)</p>	
Class #5 June 28/29	<b>The CSP Profession: A Search for Identity</b> <p>Carpenter, S. (1996). The philosophical heritage of student affairs. In F. J. D MacKinnon &amp; Associates. (2004). <i>Rentz's student affairs practice in higher education</i> (3<sup>rd</sup> ed., pp. 3-26). Springfield, IL: Thomas.</p> <ul style="list-style-type: none"> <li>▪ Young, R. B. (2003). Philosophies and values guiding the student affairs profession. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 89-106). San Francisco: Jossey-Bass.</li> </ul> <p>“Functional 15” – Career Services (Chapter 5)</p>	Issue paper #2 due—Bring two copies

<p>Class #6 June 30/ July 1</p>	<p><b>The Student Affairs Profession: Guiding Assumptions</b></p> <ul style="list-style-type: none"> <li>▪ American Council on Education. (1997). The student personnel point of view [1937]. Available at: <a href="http://www.myacpa.org/pub/pub_ar.cfm">http://www.myacpa.org/pub/pub_ar.cfm</a></li> <li>▪ American Council on Education. (1997). The student personnel point of view [1949]. Available at: <a href="http://www.myacpa.org/pub/pub_ar.cfm">http://www.myacpa.org/pub/pub_ar.cfm</a></li> </ul> <p>“Functional 15” – Discipline and Judicial Affairs (Chapter 7)</p>	<p>Revision of Issue paper #2 due</p>
<p>July 5/6</p>	<p><b>Fourth of July Break – No Class</b></p>	
<p>Class #7 July 7/8</p>	<p><b>The Student Affairs Profession: Guiding Assumptions (continued)</b></p> <ul style="list-style-type: none"> <li>▪ American College Student Personnel Association. (1997). The student learning imperative: Implications for student affairs [1994]. In E. J. Whitt (Ed.), <i>College student affairs administration</i> (pp. 36-40). Needham Heights, MA: Simon and Schuster. [<a href="http://www.acpa.nche.edu/sli/sli.htm">http://www.acpa.nche.edu/sli/sli.htm</a>]</li> <li>▪ <i>Principles of Good Practice For Student Affairs</i>. [<a href="http://www.acpa.nche.edu/pgp/principle.htm">http://www.acpa.nche.edu/pgp/principle.htm</a>]</li> </ul> <p>“Functional 15” – Orientation (Chapter 9)</p>	
<p>Class #8 July 12/13</p>	<p><b>Midterm Examination</b></p>	
<p>Class #9 July 14/15</p>	<p><b>Understanding Student Affairs Administration</b></p> <ul style="list-style-type: none"> <li>▪ Dungy, G. J. (2003). Organization and functions of student affairs. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 339-357). San Francisco: Jossey-Bass.</li> <li>▪ Dalton, J. C. (2003). Managing human resources. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 397-419). San Francisco: Jossey-Bass.</li> </ul> <p>“Functional 15” – Residence Halls (Chapter 10)</p>	
<p>Class #10 July 19/20</p>	<p><b>University Culture &amp; Faculty Affairs: Partners in Common Enterprise</b></p> <ul style="list-style-type: none"> <li>▪ Kuh, G. D., &amp; Whitt, E. J. (1997). The invisible tapestry: Culture in American colleges and universities--Culture defined and described [1988]. In E. J. Whitt (Ed.), <i>College student affairs administration</i> (pp. 125-135). Needham Heights, MA: Simon and Schuster. (On reserve in ED 330)</li> <li>▪ Love, P. G., Kuh, G. D., MacKay, K. A., &amp; Hardy, C. M. (1993). Side by side: Faculty and student affairs cultures. In G. D. Kuh (Ed.). <i>Cultural perspectives in student affairs work</i>. Washington, DC: American College Personnel Association. (On reserve in ED 330)</li> <li>▪ Rosovsky, H. (1997). Academic life: Some virtues, some vices [1990]. In E. J. Whitt (Ed.), <i>College student affairs administration</i> (pp. 164-172). Needham Heights, MA: Simon and Schuster. (On reserve in ED 330)</li> </ul> <p>“Functional 15” -- Student Activities (Chapter 11) (Don't focus on Greek Life)</p>	<p>Faculty interview due</p>

<p><i>Class #11</i> July 21/22</p>	<p><b>Sociology of Higher Education: Student Diversity &amp; Higher Education</b></p> <ul style="list-style-type: none"> <li>▪ •El-Khawas, E. (2003). The many dimensions of student diversity. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 45-62). San Francisco: Jossey-Bass.</li> <li>▪ Talbot, D. M. (2003). Multiculturalism. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 423-446). San Francisco: Jossey-Bass.</li> </ul> <p>“Functional 15” – Multicultural Affairs (Chapter 8)</p>	<p>Deadline for all issue paper rewrites</p>
<p><i>Class #12</i> July 23</p>	<p><b>Site Team Visit Presentations</b></p>	
<p><i>Class #13</i> July 26/27</p>	<p><b>Sociology of Higher Education: Serving the Millennial Student</b></p> <p>Readings TBA</p> <p>“Functional 15” – Greek Life (reading provided)</p>	
<p><i>Class #14</i> July 28/29</p>	<p><b>Student Affairs Culture: Understanding our Standards and Ethics</b></p> <ul style="list-style-type: none"> <li>▪ Fried, J. (2003). Ethical standards and principles. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates <i>Student services: A handbook for the profession</i> (4th ed., pp. 106-125). San Francisco: Jossey-Bass.</li> <li>▪ NASPA. (2003). NASPA's standards of professional practice. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates <i>Student services: A handbook for the profession</i> (4th ed., pp. 665-667). San Francisco: Jossey-Bass. [<a href="http://www.naspa.org/about/standards.cfm">http://www.naspa.org/about/standards.cfm</a>]</li> <li>▪ ACPA. (2003). ACPA's statement of ethical principles and standards. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates <i>Student services: A handbook for the profession</i> (4th ed., pp. 668-684). San Francisco: Jossey-Bass. [<a href="http://www.acpa.nche.edu/pubs/prncstan.htm">http://www.acpa.nche.edu/pubs/prncstan.htm</a>]</li> </ul>	<p>Final examination due at beginning of class</p>
<p><i>Class #15</i> August 2/3</p>	<p><b>Student Affairs Culture: Celebrating the Field</b> <b>Course Evaluation and Wrap-up</b></p> <ul style="list-style-type: none"> <li>▪ Carpenter, D. S. (2003). In S. R. Komives, D. B. Woodard, Jr., &amp; Associates <i>Student services: A handbook for the profession</i> (4th ed., pp. 573-591). San Francisco: Jossey-Bass.</li> <li>▪ Komives, S., &amp; Woodard, D. B., Jr. (2003). Shaping the future. In S. R. Komives, D. B. Woodard, Jr., &amp; Associates. <i>Student services: A handbook for the profession</i> (4th ed., pp. 637-663). San Francisco: Jossey-Bass.</li> <li>▪ Whitt, E. J. (1997). “Don’t drink the water?”: A guide to encountering a new institutional culture [1990]. In E. J. Whitt (Ed.), <i>College student affairs administration</i> (pp. 516-523). Needham Heights, MA: Simon and Schuster. (On reserve in ED330).</li> </ul>	

June 10, 2004: Subject to revision

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