

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—NEW COURSE PROPOSAL<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: EDUCATIONAL LEADERSHIP AND  
RESEARCH METHODOLOGY

COLLEGE: EDUCATION

**RECOMMENDED COURSE IDENTIFICATION:**

PREFIX EDH COURSE NUMBER 6651 LAB CODE (L or  
C) \_\_\_\_\_

(TO OBTAIN A COURSE NUMBER, CONTACT [RSHIMAN@FAU.EDU](mailto:RSHIMAN@FAU.EDU))

COMPLETE COURSE TITLE: **CONTEMPORARY ISSUES IN STUDENT AFFAIRS**

**EFFECTIVE DATE**

(first term course will be offered)

FALL 2013

CREDITS:<sup>2</sup>  
THREE (3)

**TEXTBOOK INFORMATION:**

Sandeen, A. & Barr, M. (2006). *Critical Issues for Student Affairs*. San Francisco, CA: John Wiley & Sons, Inc.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR  SATISFACTORY/UNSATISFACTORY \_\_\_\_\_

**COURSE DESCRIPTION, NO MORE THAN THREE LINES:** Course is designed to acquaint students with an overview of the contemporary, critical issues and challenges involved in the administration and management of student affairs. In addition to reading in the field, practical applications to current issues will be discussed.

**PREREQUISITES\*:**

BACCALAUREATE DEGREE

**COREQUISITES\*:**

NONE

**REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)\*:**

OPEN TO POST-BACCALAUREATE, MASTERS, AND DOCTORAL DEGREE STUDENTS

\* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

**MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:** DOCTORAL DEGREE IN HIGHER EDUCATION OR RELATED FIELDS

Faculty contact, email and complete phone number:  
 Dr. Deborah L. Floyd  
 Professor and Program Leader, Higher Education  
 Leadership, Dept. of Educational Leadership &  
 Methodology,  
 FAU  
[DFloyd@Fau.Edu](mailto:DFloyd@Fau.Edu)  
 (561) 297-2571

Please consult and list departments that might be affected by the new course and attach comments.<sup>3</sup>

All departments in the College of Education (comments attached).

<p><b>Approved by:</b></p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: <u>Valerie J. Bruster</u></p> <p>UGPC Chair: _____</p> <p>Graduate College Dean: _____</p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p><b>Date:</b></p> <p><u>11/1/12</u></p> <p><u>11/15/12</u></p> <p><u>11/19/12</u></p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>1. <b>Syllabus</b> must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></p> <p>2. Review <b>Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></p> <p>3. <b>Consent</b> from affected departments (attach if necessary)</p>
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**Florida Atlantic University  
College of Education  
Department of Educational Leadership  
and Research Methodology  
Dr. Norma M. Goonen**

**Fall 2013 Semester**

**COURSE NUMBER & TITLE:**

**EDH 6651 Contemporary Issues in Student Affairs 001<sup>1</sup>**

**CATALOG DESCRIPTION:**

Three (3) semester hours.

Course is designed to acquaint students with an overview of the contemporary, critical issues and challenges involved in the administration and management of student affairs. In addition to reading in the field, practical applications to current issues will be discussed.

(For the specific objectives of this course, see the "COURSE OBJECTIVES" section of this syllabus).

*Pre-requisite:* Baccalaureate degree

*Co-requisite:* None

*Class dates:* August XX to December XX

*Class time:* Thursdays, 5:30 to 8:10 p.m.

**INSTRUCTOR**

Dr. Norma M. Goonen, Visiting Assistant Professor  
and participating lecturer, Dr. Corey King  
Department of Educational Leadership, Florida Atlantic University

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<sup>1</sup> This is a graduate level class and is only open to students who have earned a baccalaureate degree. Further, students are reminded of the "12 hour rule" relating to graduate admissions. Any student who has not been admitted to a masters or doctoral program and is taking this class after completing 12 hours of graduate level work, should not be in this class. Please contact your advisor, student services, or refer to the *Graduate Catalog* for additional information.

**OFFICE:** Education Building #255, Educational Leadership Offices, Boca Raton Campus, Florida Atlantic University  
**PHONE:** (561) 297-3554  
**FAX:** (561) 297-3618  
**E-MAIL:** [ngoonen@fau.edu](mailto:ngoonen@fau.edu) (best way to reach professor)  
**Office hours:** Tuesday and Thursday afternoons by appointment. Please email the professor to arrange a specific time. Electronic office hours are daily as the professor regularly responds to email. Phone office hours are by appointment (via email scheduling.)

## **REQUIRED TEXT**

Sandeen, A. & Barr, M. (2006). *Critical Issues for Student Affairs*. San Francisco, CA: John Wiley & Sons, Inc.

Since this is a course about current issues, students must use several of the following resources for their assignments in addition to the text: *The Chronicle of Higher Education*, *Inside Higher Education*, *NASPA Journal*, *The Journal of College Student Development*, or the *College Student Affairs Journal*.

Additionally, each student must utilize the *American Psychological Association (APA)'s Publication manual*, 6<sup>th</sup> edition, for form and style in all written assignments.

## **OTHER RECOMMENDED (SUPPLEMENTAL) TEXTS AND RESOURCES**

Magolda, P.M. & Magolda, M.B. (Eds.). (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus Publishing.

Schuh, J.H., Jones, S.B. & Harper, S.R. (Eds.). (2010). *Student services: A handbook for the profession*. San Francisco: Jossey-Bass.

McClellan, G.S. & Stringer, J. (Eds.). (2009). *The handbook of student affairs administration*. San Francisco: Jossey-Bass.

## **COURSE OBJECTIVES**

This course is designed to acquaint students with an overview of the current issues and challenges in the broad field of student affairs. Special attention will be given to readings in the field while practical applications to current issues will be discussed. The specific objectives are detailed below.

Students will be able to:

1. Identify and describe common and divergent foundations of the profession and key roles and functions of student affairs professionals, including the overarching

- educational goals and objectives they seek to achieve across practice areas.
2. Research and detail the various organizational placements of student affairs within different types of institutions, and the factors involved in that placement.
  3. Summarize the strategies that are utilized by student affairs professionals to promote and support student and staff diversity on campus, including services for underrepresented groups in the student population.
  4. Synthesize and analyze fiscal issues facing student affairs units in the current economic climate, including the role of student affairs professionals in the development of institutional budget priorities and funding sources and methods.
  5. Identify and research key present-day issues that student affairs practitioners face in their roles on the campus in advancing their own goals for student learning and development as well as the goals and academic mission of their institutions, including crisis management and student safety considerations.
  6. Develop practical suggestions for serving students in non-traditional programs, such as those studying in off-campus venues, study abroad programs, internships, study abroad programs, cooperative education programs, or via technology.
  7. Discuss the role of student affairs in student outcome measures and assessment efforts in their institutions and nationally, including the work of relevant professional associations.
  8. Develop a personal and professional philosophy of the student affairs profession as it relates to the complex moral, ethical, and legal dimensions of the development of the whole person, and apply this philosophy to practical day-to-day decision-making.

## **COURSE CONTENT (TOPICS) AND SCHEDULE (Weekly Schedule Including Topics Covered)**

### **Week 1 -**

Introductions

Overview of course objectives, syllabi, and assignments

Information sheet and sharing exercises

Individual and Group Work

*Assignment for Week 2:* Read Chapter 1, Sandeen & Barr (S&B)

### **Week 2 –**

Case Studies

Issue presentation/Guest speaker

Foundation and philosophies of student affairs – changing paradigms?

Group work

*Assignment for Week 3:* Read Chapter 2, S&B

### **Week 3 -**

Book Reports  
Comparative Student Affairs Project presentations  
Issues in role and placement of the Student Affairs division in the institution  
*Assignment for Week 4: Read Chapter 3, S & B*

**Week 4 –**

Book Reports  
Comparative Student Affairs Project presentations  
Diversity, multicultural, and religious issues  
*Assignment for Week 5: Read Chapter 4, S & B*

**Week 5 -**

Book Reports  
Comparative Student Affairs Project presentations  
What are the best attributes of a diverse student affairs staff?  
Issue discussion/Guest speaker  
*Assignment for Week 6: Read Chapter 5, S & B*

**Week 6 –**

Book Reports  
Comparative Student Affairs Project presentations  
A world of diminishing resources and funding – a critical issue with serious effects  
*Assignment for Week 7: Read Chapter 6, S & B*

**Week 7 –**

Book Reports  
Comparative Student Affairs Project presentations  
Technology, branch campuses, centers, study abroad programs, and internships  
*Assignment for Week 8: Read Chapter 7, S & B*

**Week 8 –**

Book Reports  
Comparative Student Affairs Project presentations  
Assessment and outcomes measures for student affairs functions  
*Assignment for Week 9: Chapter 8, S & B*

**Week 9 -**

Book Reports  
Comparative Student Affairs Project presentations  
*In loco parentis?* Legal requirements, parental relationships, student behavior

*Assignment for Week 10: Chapter 9, S & B*

**Week 10 –**

Book Reports

Comparative Student Affairs Project presentations

Professional Associations and their role in assisting you

*Assignment for Week 11: Will be assigned in class*

**Week 11 –**

Issue Discussions/Guest speaker

*Assignment for Week 12: Group Project Presentations final planning*

**Week 12 –**

Group Project Presentations (all)

*Assignment for Week 13: Completion of Current Issue Individual Paper*

**Week 13 –**

Current Issue Individual Paper Due

Discussion of current issues reflected in papers

**Week 14 –**

Thanksgiving (no classes)

**Week 15 –**

Conclusions

Celebration

**METHOD OF INSTRUCTION**

This course is offered face-to-face in a semester-long format. A Blackboard site for this course has been created, and students should refer to it for additional information and announcements. Teaching methods will include lecture, small and large group discussions/activities; library research; group or individual presentations; simulations; reflective exercises; guest speakers; and use of a variety of media, such as computer/Power Point presentations, audio clips and videos.

## SUMMARY OF ASSIGNMENTS AND DUE DATES

	<u>Points</u>	<u>Due</u>
Attendance and active participation	10	All
Comparative Student Affairs Project	15	TBA
Book report (paper and presentation)	15	TBA
Group Project (creation and presentation)	25	11/X
Current Issue Individual Paper	35	11/XX

Students are expected to complete assignments in a timely fashion. Assignments will be accepted early, but not past the due date. In VERY unusual cases, and with the instructor's pre-approval, a reasonably late submission may be allowed. However, as a matter of fairness to all students, penalties for late submission of student work may be assessed. No points will be deducted in the case of a true emergency when the student notifies the instructor.

### COURSE REQUIREMENTS – ASSESSMENT PROCEDURES, ASSIGNMENTS, and POINTS

#### 1. Attendance and active participation –(Each and every class meeting)-10 points

According to University policy, “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, and respectful conduct in class. Reasonable accommodations are made for religious observances. Regular attendance at scheduled sessions is mandatory and expected.

#### 2. Comparative Student Affairs Project – 15 pts.

It is essential for a Student Affairs practitioner to understand how the function broadly encompassing “Student Affairs” fits within a college or university framework. In fact-- whether in a faculty, staff, or administrative role in academic affairs, administrative affairs, and any other institutional organizational divisions-- it is important for **all** higher education professionals to understand how Student Affairs can support and enhance the learning experience for students. This course will utilize the expertise of professionals in FAU's Student Affairs departments, and we will discuss the organization of this division. However, it is also key to recognize the different Student Affairs structures that exist at universities and colleges nationally. This assignment will give students an opportunity to examine the organization and administration of Student Affairs at several **other** institutions in Florida and elsewhere. Researching and reporting about other organizational structures and practices outside of the student's own institution will be a basic and important skill to develop in order to evaluate structures and services in a comparative mode, and may also serve to inform your Group Project assignment.



For the colleges or universities you are assigned, (one in Florida and one outside of Florida), research that institution's Student Affairs function and services. (The instructor must pre-approve your choices.) **Be prepared to discuss your findings in class.** The following information must be included in your presentation:

Name of Institution

- Location and size of student body
- Type of institution (community college, public or private university, proprietary institution, etc.)
- Unique characteristics of the institution, its students and faculty and staff
- Who is the leader of the Student Affairs division? (name, title, to whom s/he reports, academic background, research, professional affiliations, years in current position, publications)
- What functional areas are found in this division? What functional areas commonly in Student Affairs are not in the division but are located elsewhere in the institution?
- Where does this area fit in the institution's organizational chart? A pictorial depiction of the organizational chart is recommended.
- Evidence of collaboration with academic affairs/faculty
- Breadth of student services and activities
- Physical plant housing the division; operating budget (if available)
- How does this institution compare to yours?

Although much of the information you seek will be available on the institutions' websites, you are encouraged to contact appropriate student affairs staff via email or telephone to "flesh out" your information.

The results of your research will be presented to the rest of the class during a class meeting, the date of which will be assigned by the instructor. The time allotted for each group's presentation will be determined based on the final number of students in the course. A Power Point presentation is highly recommended for the presentation. There is no paper associated with this assignment.

### **3. Book Report (Paper & Presentation)– 15 pts.**

Each student will prepare a Pro-active Reading Report on a book about student affairs. The paper that is required is four (4) to six (6) pages in length (typed, double-spaced), resulting from a Pro-active Reading process which will be explained in class and posted in Blackboard. The paper must include the following:

- (a) the title of the book
- (b) an introduction, which includes the author's name and the context for selecting the book,
- (c) three questions and responses to each,
- (d) a conclusion that includes your reflection, analysis, and synthesis, and

- (e) bibliography (APA 6<sup>th</sup> edition). Because the pro-active reading reports are formal assignments, APA form and style are required. Please make certain all sources in your in-text citations are included in the bibliography.

Select your reading from the bibliography in this syllabus or another selection of your own. However, **your choice must be given in writing to your instructor and approved before you buy/borrow the book. A hard copy of the paper for the instructor is required, but no report binder is necessary.** Please staple your paper and include a cover sheet.

Please note that the reports of Pro-active Readings are more than book reviews/reports. This report is intended to reflect your ability to research and discuss only those sections of the book with relevance to your pro-actively posed questions. Further, the **conclusion** is critical in that it provides you an opportunity to reflect on what you have learned and provide appropriate analysis and synthesis. As mentioned, a summary of the pro-active reading technique and process is posted in Blackboard.

As part of the assignment, you should prepare a 5-7 minute presentation for your classmates to share what you learned from your book review. Use of technology is highly recommended. Time permitting, this will be shared in class or in small groups.

#### **4. Group Project – (Division creation and presentation) - 25 points**

This assignment is a group project (groups will be assigned in class by the instructor). Your group has been selected to **create and develop** a state-of-the-art student services division for a brand new university or college. Your group will prepare a written summary of the project and also give a professional presentation to the class, who will be playing the roles of President and Board of Trustees of the new institution. At a minimum, your presentation should include the following:

- ❖ Description of your new institution (name, mission, institutional type, student enrollment, population served, location, etc.)
- ❖ Philosophical and theoretical foundations underlying the student affairs division
- ❖ Functional areas that will be included in your Division of Student Affairs, **may** include advising, admissions, career planning and placement, commuter student programs, counseling services, disabled student services, financial aid, Greek life, health services, housing and residential life, judicial programs and services, registration, student support (learning assistance services), minority student programs, orientation, student activities, religious programs, student union, women's programs. (Your group will decide which and how many of these areas are included)
- ❖ Organizational structure(s) and reporting line(s) for student affairs
- ❖ Student services offered, including learning objectives and assessment plan
- ❖ Staffing
- ❖ Allocation of annual operating budget

- ❖ Summary of physical plant for student services
- ❖ Software and technology to be used for major student services (admissions, financial aid, enrollment, etc., as applicable)
- ❖ Any other unique characteristics of the division

The time allotted for each group's presentation will be determined based on the final number of groups in the course. Although there is no paper associated with this assignment, a summary/overview/outline of your information is required for the instructor and for the rest of the class. The use of technology for the presentation is also required.

### 5. Current Issue Individual Paper – 35 points

Student Affairs professionals are often called upon to research and prepare written documents explaining key issues facing their departments/units, their relationship and possible effect on their particular units, and recommendations on future actions to be taken. Since these papers are often read by administrators, faculty, or governing boards with limited or no expertise in Student Affairs, your ability to present key issues clearly, concisely, and convincingly (with appropriate documentation) is of extreme importance.

For this assignment, you will research and prepare a 7-10 page paper on a key contemporary issue in student affairs that has been assigned to you after consultation with the instructor. To prepare this paper, you will want to research relevant up-to-date sources, such as: *The Chronicle of Higher Education*, *Inside Higher Education*, *Journal of College Student Development*, *National Association of Student Personnel Administrators Journal*, *The Journal of Higher Education*, *The Journal of College and University Housing*, and other relevant sources dedicated to specific functional areas, depending on the topic of your paper (e.g., Judicial Affairs, Admissions, Enrollment Management, Advising, Career Services, Study-Abroad Programs, College Counseling, Residential Life, Student Life, Greek Life, Multicultural Affairs).

The paper should include: 1) a statement and brief explanation of the issue, including when it emerged as a critical issue, and how other institutions may be addressing the issue; 2) the issue's possible (or current) effect on Student Affairs and on your institution, including which office or offices throughout the institution are responsible for the policy/program/protocol; 3) based on 1 and 2 above, pro's and con's of the issue, and/or suggestions/recommendations for future action. A list of possible topics will be posted on Blackboard and discussed in class.

**The paper should follow APA format. Both grammar and content will be considered in evaluating written materials, so please make certain you proofread your paper carefully and do not just trust the spell-and grammar check functions of your word processing program. A hard copy of the paper for the instructor is required, but no report binder is necessary.** Please staple your paper and include a cover sheet.

Although no formal presentation of your paper is required, students should be prepared to briefly discuss their issues on the last day of class.

### **GRADING CRITERIA:**

This course will follow FAU's grading policy as stated below. The total points earned that will result in specific final grades are noted below. Points will be posted on Blackboard for individual students to view as the course progresses.

<u>Final Grade</u>	<u>Total Points</u>
A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D +	67-69
D	64-66
D-	60-63
F	59 and below

### **SUPPLEMENTAL LEARNING TOOLS**

Supplemental resources including videos, power point presentations, and other learning tools are also provided in class and/or online.

### **LIBRARY INFORMATION**

All students will have online access to the FAU University Library. Through the FAU Libraries EZ Proxy, students can access full-text articles from hundreds of journals. Go to the FAU Libraries home page and click on EZProxy. You must have a valid student Owl Card to access the Proxy Server on your home computer. The USER ID is (the 14-digit ID number on the Owl Card minus the letter "A" before and after the number) and the PASSWORD is the three-letter acronym for the school: (fau). For an introduction, please refer to <http://www.library.fau.edu.ezproxy.fau.edu/depts/ref/start.htm> and/or contact a librarian for assistance.

### **RELIGIOUS HOLIDAYS**

“In accordance with the rules of the Board of Regents and Florida law, students have the right to reasonable accommodations in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from course work,

class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination."See FAU's Regulation 2.007, Religious Observances.

## **UNIVERSITY "STUDENTS WITH DISABILITIES" POLICY**

In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office "is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

## **UNIVERSITY ACADEMIC INTEGRITY POLICY**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf)

## **BIBLIOGRAPHY** (refer to Blackboard for additional resources)

American College Personnel Association. (1994/1996). *Student learning imperative: Implications for student affairs*. Washington, D.C.: Author.

American College Personnel Association. (2006). *Statement of ethical principles and standards*. Washington, D.C.: Author.

American College Personnel Association & National Association of Student Personnel Administrators. (1997). *Principles of good practice for student affairs*. Washington, D.C.: Authors.

Arminio, J., Banta, T., Cawthorn, T., Cooper, D., Keeling, R., Magolda, P., McDonald, B., McEwen, M., & Roberts, D. (2008, August 17). *The student learning imperative: Senior scholars reaffirm the importance of ACPA's 1994 statement*. Washington, D.C.: ACPA—College Student Educators International.

Barr, M. J. (1990/1997). Making the transition to a professional role. In E. J. Whitt (Ed.), *College student affairs administration* (pp. 491-497). Needham Heights, MA: Simon & Schuster Publishing.

Blimling, G. S. (2001). Uniting scholarship and communities of practice in student affairs. *Journal of College Student Development, 42*, 381-396.

Blimling, G. S. (2003). ACPA and NASPA consolidation: United we stand together...divided we stand apart [editorial]. *Journal of College Student Development, 44*, 581-587.

Blimling, G.S. & Whitt, E.J. (1999). *Good practices in student affairs*. San Francisco: Jossey-Bass.

Burkhard, A., Cole, D.C., Ott, M., & Stoflet, T. (2005). Entry-level competencies of new student affairs professionals: A Delphi study. *NASPA Journal, 42*, 283-309.

Evans, N. J., & Reason, R.D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development, 42*, 359-377.

Hamrick, F., Evans, N. L. & Schuh, J. H. (2002). *Foundations of student affairs practice*. San Francisco: Jossey-Bass.

Hirt, J. B., Collins, D., & Plummer, E. (2005, January 4). Where you work matters: Differences by institutional type in the nature of professional life for student affairs professionals. *NASPA NetResults*.

Humphrey, E., Janosik, S. M., & Creamer, D. G. (2004). The role of principles, character, and professional values in ethical decision-making. *NASPA Journal, 41*, 675-692.

Janosik, S. M., Creamer, D.G., & Humphrey, E. (2004). An analysis of ethical problems facing student affairs administrators. *NASPA Journal*, 41, 356-374.

Keeling, R. (Ed.). (2006). *Learning reconsidered 2: Implementing a campus-wide focus on the student experience*. American College Personnel Association, Association of College and University Housing Officers-International, Association of College Unions-International, National Academic Advising Association, National Intramural-Recreational Sports Association.

Kidder, R. M. (2009). *How good people make tough choices: Resolving the dilemmas of ethical living*. New York: HarperCollins.

Komives, S.R., Woodard, D.B., Jr., et al. (2003). *Student services: A handbook for the profession*. (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

Lampkin, P. & Gibson, E. (1999). Mountains and passes: Traversing the landscape of ethics and student affairs administration. *NASPA Monograph Series*, v. 22.

Love, P. G. & Estanek, S. M. (2004). □ *Rethinking student affairs practice*. San Francisco: Jossey-Bass.

Nash, R.J. (1996). *“Real world” ethics: Frameworks for educators and human service professionals*. New York: Teachers College Press.

National Association of Scholars. (2008). *Rebuilding campus community: The wrong imperative*. Princeton, NJ: Author.

National Association of Student Personnel Administrators. (1990). *Standards of professional practice*. Washington, D.C.: Author.

National Association of Student Personnel Administrators & American College Personnel Association. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, D.C.: Authors.

*New directions for student services*, part of the Jossey-Bass higher and adult education series, published quarterly by Jossey-Bass. San Francisco: Jossey-Bass.

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Renn, K. A., & Jessup-Anger, E. R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the national study of new professionals in student affairs. *Journal of College Student Development*, 49, 319-335.

Reynolds, A. L. (2008). Student affairs practitioners as helpers. In *Helping college students: Developing essential support skills for student affairs practice* (pp. 3-21). San Francisco: Jossey-Bass.

Schwartz, R. A. (1997). How deans of women became men. *Review of Higher Education*, 20(4), 419- 436.

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Whitt, E. J. (1990/1997). Don't drink the water? A guide to encountering a new institutional culture. In E. J. Whitt (Ed.), *College student affairs administration* (pp. 516-523). Needham Heights, MA: Simon & Schuster Publishing.

Winston, R.B., Creamer, D.G., Miller, T.K. (2001). *The professional student affairs administrator: Educator, leader, and manager*. New York: Taylor and Francis.

### **Useful Web Resources**

*American College Personnel Association* <http://www.myacpa.org>

*Association of Institutional Research* <http://airweb.org/>

□ *National Association of Student Personnel Administrators* <http://www.naspa.org>

*Council for the Advancement of Standards in Higher Education* <http://www.cas.edu>

## **FAU MISSION STATEMENT**

Florida Atlantic University is a public research university with multiple campuses along the southeast Florida coast serving a uniquely diverse community. It promotes academic and personal development, discovery, and lifelong learning. FAU fulfills its mission through excellence and innovation in teaching, outstanding research and creative activities, public engagement and distinctive scientific and cultural alliances, all within an environment that fosters inclusiveness.

## **COLLEGE OF EDUCATION MISSION STATEMENT**

The mission of the College of Education is to serve the community of Florida Atlantic University by providing effective leadership in areas of research, service and teaching at the local, state, national and international levels, through the initial and advanced preparation of informed, capable, ethical and reflective decision making professionals. Our faculty and students seek to promote and sustain authentic change, excellence and equity in their respective fields, and in the organizations and systems with which they are associated. The College's programs reflect changing societal needs and incorporate web-supported delivery systems, current methodologies and research, which bring faculty and students together to improve the quality of education for all in an increasingly diverse, technological, inclusive and global society.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**



Informed reflective decision-makers have mastered the subject matter needed for the profession and understand the need for lifelong learning to remain a viable professional. Ethical reflective decision-makers understand why they are given discretion in their roles and use that ability only for the student's or client's benefit. Capable reflective decision-makers have the means to teach students or service clients effectively and understand the responsibilities involved in the role. Graduates of programs in the College of Education at Florida Atlantic University are informed, ethical, and capable reflective decision-makers.

## **DEPARTMENT OF EDUCATIONAL LEADERSHIP MISSION STATEMENT**

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

### **Values**

*(Assignments and activities in this course are specifically designed to connect to the department's mission and values, which are abbreviated and summarized below.)*

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.

- Leadership – As educational leaders, we believe that a world-view of Leadership makes a significant difference in your performance and that of your organizations
- Research and Scholarship – We value the discovery, investigation, and application of research methodologies, traditional as well as innovative.
- Social Responsibility – As ethical and informed leaders, we value leadership that is socially responsible, upholds high ethical standards, and embraces diversity of ideas and individuals.
- Learning community – As a community of learners, we believe that lifelong learning for faculty and students is the basic foundation for and the essential outcome of our Educational Leadership program, and we will provide an equitable, stimulating, and productive learning community in which faculty and students collaboratively engage in active learning and inquiry...to prepare educational leaders who are skilled in developing vigorous learning communities in their own workplaces.

**Kristy De Meo**

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**From:** Barbara Ridener [BRIDENER@fau.edu]  
**Sent:** Tuesday, November 06, 2012 2:58 PM  
**To:** Robert Shockley  
**Subject:** RE: EDH 6651 Course Proposal and Syllabus

Teaching and Learning does not have a conflict.

Barbara

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**From:** Robert Shockley  
**Sent:** Tuesday, November 06, 2012 10:32 AM  
**To:** Barbara Ridener; Deena Wener; Dilys Schoorman; Irene Johnson; Michael Brady; Sue Graves  
**Cc:** Deborah Floyd; Kathleen Dubois; Patricia Maslin Ostrowski  
**Subject:** FW: EDH 6651 Course Proposal and Syllabus

Department chairs

Attached is a proposal for a new course EDH 6651 Contemporary Issues in Student Affairs. This graduate level course has been offered as a special topics course and is now being proposed as a permanent course in the Higher Education Program area. This course is an important addition to our curriculum in the student affairs area and was developed in cooperation with colleagues in the Division of Student Affairs.

Our departmental faculty unanimously support this course and we ask that you reply with your support as well.

Bob

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Robert Shockley, Chair  
Department of Educational Leadership and Research Methodology  
Florida Atlantic University  
777 Glades Rd.  
Boca Raton, FL 33431  
561.297.3551  
[Shockley@fau.edu](mailto:Shockley@fau.edu)

## Kristy De Meo

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**From:** Irene Johnson [ijohnso9@fau.edu]  
**Sent:** Tuesday, November 06, 2012 10:55 AM  
**To:** Robert Shockley  
**Subject:** RE: EDH 6651 Course Proposal and Syllabus

Bob:

I have reviewed the proposed syllabus for EDH 6651. Based on my professional and degree background in Student Affairs, the topics and assignments support the objectives and provide relevant learning opportunities for students. You can count on my support.

Regards,  
Irene

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**From:** Robert Shockley  
**Sent:** Tuesday, November 06, 2012 10:33 AM  
**To:** Barbara Ridener; Deena Wener; Dilys Schoorman; Irene Johnson; Michael Brady; Sue Graves  
**Cc:** Deborah Floyd; Kathleen Dubois; Patricia Maslin Ostrowski  
**Subject:** FW: EDH 6651 Course Proposal and Syllabus

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Bob

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561.297.3551  
[Shockley@fau.edu](mailto:Shockley@fau.edu)

## Kristy De Meo

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**From:** Michael Brady [mbrady@fau.edu]  
**Sent:** Tuesday, November 13, 2012 7:00 PM  
**To:** Robert Shockley  
**Subject:** RE: EDH 6651 Course Proposal and Syllabus

Bob

I've reviewed the syllabus for EDH 6651. I do not see any overlap or conflict with the courses or curriculum in the ESE Department. Good luck with the course!

Michael P. Brady, PhD  
Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)

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**From:** Robert Shockley  
**Sent:** Tuesday, November 06, 2012 10:33 AM  
**To:** Barbara Ridener; Deena Wener; Dilys Schoorman; Irene Johnson; Michael Brady; Sue Graves  
**Cc:** Deborah Floyd; Kathleen Dubois; Patricia Maslin Ostrowski  
**Subject:** FW: EDH 6651 Course Proposal and Syllabus

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Bob

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[Shockley@fau.edu](mailto:Shockley@fau.edu)

## Kristy De Meo

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**From:** Sue Graves [SGRAVES@fau.edu]  
**Sent:** Tuesday, November 06, 2012 12:50 PM  
**To:** Robert Shockley  
**Subject:** RE: EDH 6651 Course Proposal and Syllabus

Dr. Shockley, ESHP Department does not have any conflicts or issues with this proposed course in your department.  
Regards, Sue

B. Sue Graves, Ed. D., HFS, FACSM, FISSN  
Department Chair  
Exercise Science and Health Promotion Department  
Florida Atlantic University  
777 Glades Road, Field House 11  
Boca Raton, Florida 33431  
561-297-2938 (main office)  
561-297-2839 (fax)  
Website: <http://www.coe.fau.edu/eshp>  
Facebook: <http://www.facebook.com/#!/pages/Boca-Raton-FL/FAU-Department-of-Exercise-Science-and-Health-Promotion/343365107553>

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**From:** Robert Shockley  
**Sent:** November 06, 2012 10:33 AM  
**To:** Barbara Ridener; Deena Wener; Dilys Schoorman; Irene Johnson; Michael Brady; Sue Graves  
**Cc:** Deborah Floyd; Kathleen Dubois; Patricia Maslin Ostrowski  
**Subject:** FW: EDH 6651 Course Proposal and Syllabus

Department chairs

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Bob

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[Shockley@fau.edu](mailto:Shockley@fau.edu)

## Kristy De Meo

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**From:** Dilys Schoorman [dschoorm@fau.edu]  
**Sent:** Tuesday, November 06, 2012 10:54 AM  
**To:** Robert Shockley  
**Subject:** Re: EDH 6651 Course Proposal and Syllabus

Hi Bob:

This course represents no conflict with the courses in our department.

Best wishes,  
Dilys



Dilys Schoorman, Ph.D.  
Professor and Interim Chair  
Department of Curriculum, Culture and  
Educational Inquiry  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991  
Tel: 561 297-6598  
Fax: 561 297 2925

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**From:** Robert Shockley <[SHOCKLEY@fau.edu](mailto:SHOCKLEY@fau.edu)>  
**Date:** Tue, 6 Nov 2012 10:32:54 -0500  
**To:** Barbara Ridener <[BRIDENER@fau.edu](mailto:BRIDENER@fau.edu)>, Deena Wener <[wener@fau.edu](mailto:wener@fau.edu)>, Dilys Schoorman <[dschoorm@fau.edu](mailto:dschoorm@fau.edu)>, Irene Johnson <[ijohnso9@fau.edu](mailto:ijohnso9@fau.edu)>, Michael Brady <[mbrady@fau.edu](mailto:mbrady@fau.edu)>, Sue Graves <[SGRAVES@fau.edu](mailto:SGRAVES@fau.edu)>  
**Cc:** Deborah Floyd <[dfloyd@fau.edu](mailto:dfloyd@fau.edu)>, Kathleen Dubois <[kdubois4@fau.edu](mailto:kdubois4@fau.edu)>, Patricia Maslin Ostrowski <[pmaslin@fau.edu](mailto:pmaslin@fau.edu)>  
**Subject:** FW: EDH 6651 Course Proposal and Syllabus

Department chairs

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Bob

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