Higher Education Administration Program  
HEA 523 Student Affairs Administration  
Online Syllabus fall 2018

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Telephone: 631-793-4812  
Available Monday – Friday 9:00 am – 5:00 pm, Eastern Standard Time, and by appointment

WELCOME! I am pleased that you are a member of this online class and look forward to what I hope will be an excellent learning experience for us all. Please review this syllabus carefully since it contains important information about course objectives, requirements, evaluation as well as your responsibilities. A current list of detailed weekly activities, including discussion questions, and links to supplemental readings and videos, will be available in the course’s Blackboard account. This is called “WEEKLY LESSONS.”

Course Description: This course will provide a broad overview of the history of the Student Affairs field, as well as a more in-depth examination of the changing context in which Student Affairs professionals practice. This examination will include the philosophies, ethics, and theories that guide the practice of Student Affairs work. We will review the development of the field; legal and ethical foundations of practice; learning, retention and development theories; changing campus environment (including diversity, economic considerations and access issues); organizational structure; strategic planning and finance; information technology; learning outcomes and assessment; and human resources as they relate to Student Affairs. This will be done while considering the practical application of such topics in specific Student Affairs units including housing and residence life; student activities; career and academic advising; counseling and student health; and judicial affairs.

Objectives: Students who successfully complete this course will be able to articulate the prevailing theories, philosophies and societal foundations that guide the student affairs profession. Students will also be able to effectively apply these theories and philosophies to the practice of student affairs work. Finally, students will have a thorough understanding of the essential competencies needed for meeting the highest standards of professional practice.

University Academic Policies:

Student Accessibility Support Center (SASC): If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Student Accessibility Support Center. The SASC office is located in room 128, Educational Communications Center (ECC) Building. For more information students can visit the website https://www.stonybrook.edu/dss/email SASC@stonybrook.edu or call (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.
**Academic Integrity:** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the Stony Brook University Academic Integrity website.

**Office of University Community Standards:** Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of University Community Standards any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

**Course Content:** Course material accessed from Blackboard, SB Connect, SB Capture or a Stony Brook Course website is for the exclusive use of students who are currently enrolled in the course. Content from these systems cannot be reused or distributed without written permission of the instructor and/or the copyright holder. Duplication of materials protected by copyright, without permission of the copyright holder is a violation of the Federal copyright law, as well as a violation of Stony Brook's Academic Integrity and Student Conduct Codes. You can find out more at the Stony Brook University Student Conduct Code website.

**Email Communication:** You are responsible for receiving and reading any course-related or official University communications at your primary campus email address (@stonybrook.edu or @stonybrookmedicine.edu).

**Required Texts:**


**Supplemental Material:**
News articles, journal readings, and videos may be added to illustrate concepts focused on during the week. Links are provided in the “WEEKLY LESSONS” section of the course’s Blackboard account.

**Technical Requirements:**
Be sure to review the information on this website about online learning and technical requirements:
http://www.stonybrook.edu/commcms/spd/elearning/students.php
Course Requirements/Grading:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Discussion Forums</td>
<td>30</td>
</tr>
<tr>
<td>Written Paper Assignment 1</td>
<td>10</td>
</tr>
<tr>
<td>Written Paper Assignment 2</td>
<td>20</td>
</tr>
<tr>
<td>Written Paper Assignment 3</td>
<td>30</td>
</tr>
<tr>
<td>Creative Use of Media</td>
<td>10</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>100 total points</strong></td>
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</tbody>
</table>

The following grading scale (based on total points earned) will be used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
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<tr>
<td>F</td>
<td>69 and below</td>
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</tbody>
</table>

Students are expected to keep up with the weekly assigned readings. All assignments are due by the date indicated in the syllabus. Late assignments will be penalized by one full letter grade for every day late, unless permission for late submission is granted **BEFORE** the due date.

**Weekly Discussion Forums (30 pts):** Participation in class discussion is a critical component of this course. You are expected to be an active participant in the learning process and contribute to all online discussions on at least three days per week. Your first posting should be made on or before Wednesday of each week. Respectful, lively dialogue is encouraged. Appropriate level of class preparation is expected. (See the “Weekly Discussion Forums Assessment Rubric” that follows.)

You will serve as a discussion leader for one week. Discussion leaders will be assigned for weeks 3 – 10. The schedule will be posted during the second week. I will lead the discussions for weeks 1 and 2.

**Netiquette:** In this course, as in all online courses, participants are expected to conduct themselves as responsible, courteous online citizens. If you are unfamiliar with Netiquette (Internet Etiquette) refer to the rules of the online community.
Weekly Discussion Forums Assessment Rubric:

Weekly discussion grades will be posted to the Blackboard grade book. Participation will be evaluated using the rubric that follows.

<table>
<thead>
<tr>
<th>Participation</th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication of ideas</td>
<td>Minimal organization, purely anecdotal or exclamatory, generalizations without supporting evidence</td>
<td>Basic organization of ideas but with limited evidence</td>
<td>Organized argument with good supporting evidence from the readings</td>
<td>Well-organized, persuasive argument with ample &amp; accurate, supporting evidence that furthers our discussion</td>
</tr>
<tr>
<td>Responsiveness within class community</td>
<td>Sporadic interaction with little reference to others in the class</td>
<td>Discussion not entirely centered on topic</td>
<td>Discussion focuses mostly on readings and topic</td>
<td>Refers to others' opinions and questions as well as readings in discussion</td>
</tr>
<tr>
<td>Thoughtful Interaction that fosters engaged discussion</td>
<td>Failed to comment on classmates’ postings, or provided no support when challenging someone else’s view</td>
<td>Responded to classmates, but provided little support for your viewpoint</td>
<td>Referred to classmates responses with adequate support</td>
<td>Created strong arguments for/against classmates postings with ample support material</td>
</tr>
<tr>
<td>Posting frequency</td>
<td>1-2 times each week</td>
<td>3 times but clustered on a day or two</td>
<td>3-4 times throughout each of the weeks</td>
<td>&gt;5 times throughout each week</td>
</tr>
</tbody>
</table>

Zero points are awarded for a week in which you post nothing or you have demonstrated a lack of respect for the community.

SPD adaptation from Online Discussion Protocols and Rubrics, Dabbagh, N. Copyright 2000-2003

Written Paper Assignments (60 pts): Graduate level work requires scholarly research and evidence of critical thinking. Please ensure assignments meet this requirement.

Assignment 1: (10 pts.) Paper on Today’s College Students due - end of the second week of class:
Write a 3 page paper that focuses on one way in which student demographics, national political shifts, regulatory changes or societal influences have changed the practice of student affairs.
Discuss the salient community and individual differences and commonalities which have influenced student affairs practice over the years. Comment on the ways in which the topic you have chosen may continue to change and influence the practice of student affairs administration.

Assignment 2: (20 pts.) Position Paper on an important issue in Higher Education Student Affairs due – end of the fourth week of class:
Write a 5 page paper focusing on an important issue in Higher Education Student Affairs.
Page 1: (1 page maximum) Your cover memorandum to the Vice President for Student Affairs at your institution. Be clear about the position/point of view you are taking as author of this memo. You do not have to write from the perspective of your current position. Explain the issue. Briefly analyze its history and causes. Describe its current status, including what impact it is having and on whom.
Pages 2 – 5: (4 pages maximum) Your program proposal that focuses on what you consider to be an issue of current importance to the Student Affairs Division. Select an actual issue which is timely and one in which you are especially interested. You may expand on any of the issues covered in the memo, as needed. (Do not be repetitive, but flesh out a point if necessary.) Identify possible options for confronting the issue. Describe any resources associated with each option (financial, facilities, etc.). Summarize the pros and cons of each option. Recommend the option you believe to be the best and explain why. Include appropriate theoretical and research basis justifying your recommended option.

Assignment 3: (30 pts.) Research Paper on a mutually agreed upon topic with the instructor due – end of the ninth week of class.
Write a 12 -15 page research paper. This paper will further facilitate your learning and internalization of the course material. The topic can be organized around and within the major broad topical areas below:

- Philosophies and/or ethics that guide student affairs practice
- Student Development Theory and Practice
- Learning Outcomes and Assessment Strategies
- Partnerships and Collaboration with Academic Affairs
- Organizational Theory/Human Resources
- Dynamics of Campus Environments
- Strategic planning and finance in Student Affairs
- Information Technology in Student Affairs
- Multiculturalism
- Counseling/Advising /Crisis Intervention

The paper is designed to help you develop a perspective on the multiple roles of the student affairs professional and how you, as an individual, view those roles and make decisions about yourself, and your own role in the profession. The paper must be research-based with appropriate citations (APA style). Intimate knowledge of research journals in the field will provide you with a basis for understanding this evolving profession, the interrelationships
between theory and practice, and the various research methods for addressing current issues in the field. Once you have developed your basic topic, email the instructor to further flesh out your topic. Your email should be sent no later than the end of the fifth week.

**Creative Use of Media (10 pts.):** (Due the end of the ninth week of class.)
I need your assistance in incorporating a variety of different media in this course. Ideally in a course topic that you particularly enjoy, submit a link to just one media source (graphics, audio, video, etc.). Feel free to use a social networking source (such as YouTube, Facebook, Twitter, Instagram, Pinterest, Reddit . . . ), internet forum, gaming source, etc. Be creative, use your imagination, and have fun with this assignment.

Write a brief paragraph about why you choose this link and how this relates to the course topic.

**Weekly Lessons Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Start Date (as of 12:01 am)</th>
<th>End Date (up to 11:59 pm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>History of Student Affairs and Theoretical Bases for Practice</td>
<td>Aug. 27</td>
<td>Sep. 2</td>
</tr>
<tr>
<td>2</td>
<td>Professional Foundations and Principles</td>
<td>Sep. 3</td>
<td>Sep. 9</td>
</tr>
<tr>
<td>3</td>
<td>Understanding Today’s Student and Campus Climates</td>
<td>Sep. 10</td>
<td>Sep. 16</td>
</tr>
<tr>
<td>4</td>
<td>Interpersonal Dynamics</td>
<td>Sep. 17</td>
<td>Sep. 23</td>
</tr>
<tr>
<td>5</td>
<td>Recruitment, Selection, Training, Development and Recognition of Staff Members</td>
<td>Sep. 24</td>
<td>Sep. 30</td>
</tr>
<tr>
<td>6</td>
<td>Program Planning and Implementation, Learning Outcomes and Assessment Strategies</td>
<td>Oct. 1</td>
<td>Oct. 7</td>
</tr>
<tr>
<td>7</td>
<td>Budgeting and Fiscal Management, Facilities Planning and Information Technology</td>
<td>Oct. 8</td>
<td>Oct. 14</td>
</tr>
<tr>
<td>8</td>
<td>Leadership and Crisis Response</td>
<td>Oct. 15</td>
<td>Oct. 21</td>
</tr>
<tr>
<td>9</td>
<td>Theory to Practice: Residence Life and Housing Services; Counseling, Health Service, Disability Support and Women’s Centers</td>
<td>Oct. 22</td>
<td>Oct. 28</td>
</tr>
<tr>
<td>10</td>
<td>Theory to Practice: Career Development, Academic Advising, Student Organizations; Laying New Foundations for the Future</td>
<td>Oct. 29</td>
<td>Nov. 4</td>
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**Week 1: History of Student Affairs and Theoretical Bases for Practice**
A review of the men and women who were pioneers in Student Affairs, the profound societal changes which have shaped the field, and the documents and theories of major influence on the practice of Student Affairs.

After completing this week’s class, you are expected to be able to:
Define student development theory.
Describe the historical timeline of the evolution of student affairs in the United States.
Explain the value of theory and how it informs the practice of student affairs professionals.

Readings
Handbook of Student Affairs:
Ch. 1 “A Long and Honorable History”: Student Affairs in the United States, Michael D. Coomes and Janice J. Gerda
Ch. 7 An Overview of Relevant Theories and Models of Practice, Terrell L. Strayhorn

Student Development in College: Theory, Research, and Practice
Ch. 1 An Introduction to Student Development Theory
Ch. 2 Foundations for Understanding Student Development Theory
Ch. 3 Using Student Development Theory

Discussion Questions:
How have we come to our modern understanding of student affairs?
Which student development theory resonates most deeply with you and why?
Give a practical example of an innovative approach using student development theory.

Week 2: Professional Foundations and Principles
The mission of an institution captures the essence and distinctive character of the organization.
Professional organizations offer “best practices” and “professional standards.” These documents shape and provide boundaries for the development of student affairs divisions within the institution; provide grounding for ethical standards and principals, and lay the legal foundations for Student Affairs practice.

After completing this week’s class, you are expected to be able to:
- Articulate one’s personal code of ethics for student affairs practice, informed by the ethical statements of professional student affairs associations and their foundational ethical principles.
- Describe the ethical statements and their foundational principles of any professional associations directly relevant to one’s working context.
- Recognize the importance of reflection in personal, professional, and ethical development.

Readings
Handbook of Student Affairs:
Ch. 2 The Importance of Institutional Mission, Joan B. Hirt and Claire K. Robbins
Ch. 10 Maintaining and Modeling Everyday Ethics in Student Affairs, Jon C. Dalton, Pamela C. Crosby, Aurelio Valente, and David Eberhardt
Ch. 11 Applying Professional Standards, Stephanie Gordon
Ch. 12 The Role of Professional Associations, Nancy Evans and Jessica J. Ranero-Ramirez

Student Development in College: Theory, Research, and Practice
Ch. 4 Social Identity: Concepts and Overview
Week 3: Understanding Today’s Students and Campus Climates
Students of today differ from students of past decades. Changing student demographics fuel changes in administrative approaches. Special needs of some students must be addressed by student affairs professionals although how is that done effectively and within budgetary, regulatory and political confines?

After completing this week’s class, you are expected to be able to:

- Describe the social, intellectual, and behavioral characteristics of contemporary college students.
- Explain and provide illustrations of the ways in which the student affairs addresses the needs of specific student populations.
- Analyze the budgetary, regulatory, and political challenges faced by student affairs professionals.

Readings
*Handbook of Student Affairs:*
Ch. 4 Fiscal Pressures on Higher Education and Student Affairs, John H. Schuh
Ch. 13 The Changing Student Population, Anna M. Ortiz and Stephanie J. Waterman
Ch. 14 Unfinished Business, Dirty Laundry, and Hope for Multicultural Campus Communities, Jason A. Laker and Tracy L. Davis
Ch. 17 Supporting Students Online, Anita Crawley and Andy Howe

*Student Development in College: Theory, Research, and Practice*
Ch. 12 Emerging Theoretical Perspectives on Student Experiences and Identities

Discussion Questions:
- How do today’s students differ from students of past decades?
- How do changing student demographics fuel changes in administrative approaches?
- What special needs must be addressed by student affairs professionals? How is that done effectively and within budgetary, regulatory, and political confines?

Week 4: Interpersonal Dynamics
We will focus on partnerships with academic colleagues, political realities, and developing effective relationships.

After completing this week’s class, you are expected to be able to:
● Explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority).
● Articulate awareness and understanding of one’s attitudes, values, beliefs, assumptions, biases, and identity how they affect one’s integrity and work with others.
● Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization.

Readings

Handbook of Student Affairs:
Ch. 21 Supporting and Enhancing Student Learning Through Partnerships with Academic Colleagues, Adrianna Kezar and Sean Gehrke
Ch. 22 The Political Dimensions of Decision Making, Shannon Ellis
Ch. 23 Partnerships and Relationships: Internal and External to the College, Penelope H. Wills

Student Development in College: Theory, Research, and Practice
Ch. 17 Student Affairs Educators as Partners in Using Student Development Theory

Discussion Questions:
What is the current nature of collaborative endeavors between academic and student affairs professionals?
What are the campus political realities affecting the extent to which practitioners and faculty enter partnerships?

Week 5: Recruitment, Selection, Training, Development and Recognition of Staff Members
This week’s focus is on human resource issues involving compliance with state and federal law, unions, compensation benefits, position classification and other regulations. We will consider the “intangible” responsibilities of supporting employee morale, fostering a welcoming and healthy work environment, managing conflict, mentoring young professionals and addressing career aspiration of staff members.

After completing this week’s class, you are expected to be able to:
● Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques.
● Identify the challenges associated with balancing personal and professional responsibilities, and recognize the intersection of one’s personal and professional life.
● Describe the basic premises that underlie conflict in and the constructs utilized for facilitating conflict resolution

Readings
Handbook of Student Affairs:
Ch. 19 Recruiting, Selecting, Supervising, and Retaining Staff, Sebulun R. Davenport
Ch. 24 Valuing the Role of Conflict in Organization Enrichment, Dale Nienow and Jeremy Stringer

Linked supplemental reading/video


**Discussion Questions:**
Which components of a full employment cycle (from recruitment through separation) will likely require the most time and attention of a Student Affairs manager? Why?
How does one balance the needs of the organization with the needs of the employees? What must be considered as this balance is attempted?
What are effective strategies for managing inevitable conflicts?

**Week 6: Program Planning and Implementation, Learning Outcomes and Assessment Strategies**
The development and implementation of programs is a central activity for student affairs professionals. The program is a cohesive arrangement of information, activities, services, or resources that supports the educational and developmental aims of the institution.

In student affairs, it is essential to have the ability to design, conduct, critique, and use various Assessment, Evaluation, and Research (AER) methodologies and to appropriately use the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education.

After completing this week’s class, you are expected to be able to:
- Utilize theoretical frameworks and organizational outcomes, goals and values to design program and learning outcomes.
- Be able to differentiate between assessment, program review, evaluation, planning, and research.
- Consider strengths and limitations of methodological approaches when applying findings to practice in diverse institutional settings and with diverse student populations.
- Ensure all communications of AER results are accurate, responsible, and effective.

**Readings**
*Handbook of Student Affairs:*
Ch. 5 Accountability, Sherry L. Mallory and Linda M. Clement
Ch. 9 Measuring Student Success: Models and Metrics, Lori Varlotta
Ch. 27 Implementing Assessment to Improve Student Learning and Development, Marilee Bresciani Ludvik

*Student Development in College: Theory, Research, and Practice*
Ch. 13 Psychosocial Identity Development

Linked supplemental reading/video

**Discussion Questions:**
What are the essential components of an effective program?
How does one incorporate learning outcomes and assessment with the program plan? Why is it important to do so?
The fifth stage of Erickson’s theory is “Identity versus Identity Diffusion” and individuals ask “Who am I?” Reflecting on your own college experiences, identify two or three experiences that prompted you to ask “Who am I?”
Week 7: Budgeting and Fiscal Management, Facilities Planning and Information Technology

The Organizational and Human Resources competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources. This competency area recognizes that student affairs professionals bring personal strengths and grow as managers through challenging themselves to build new skills in the selection, supervision, motivation, and formal evaluation of staff; resolution of conflict; management of the politics of organizational discourse; and the effective application of strategies and techniques associated with financial resources, facilities management, fundraising, technology, crisis management, risk management and sustainable resources.

After completing this week’s class, you are expected to be able to:

- Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures.
- Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility.
- Demonstrate an understanding of how physical space impacts the institution’s educational mission.
- Use technological resources with respect to maximizing the efficiency and effectiveness of one’s work.

Readings

Handbook of Student Affairs:
Ch. 4 Fiscal Pressures on Higher Education and Student Affairs, John H. Schuh  
Ch. 3 Understanding Campus Environments, Jillian Kinzie and Victor Arcelus  
Ch. 25 Budgeting and Fiscal Management for Student Affairs, Margaret J. Barr

Discussion Questions:

What are the most critical aspects of effective and ethical fiscal management in higher education?  
What role can and should Student Affairs professionals play in facility planning?  
What role can Student Affairs professionals play in utilizing Information Technology in the most effective way possible, to benefit both students and administration?

Week 8: Leadership and Crisis Response

In a time of crisis, strong, decisive leadership is required. The university needs to move quickly and steadfastly. The scale of the crisis and the culture of an institution will determine who is in charge of a response. Effective management skills are required of student affairs leaders. They must be cognizant of the many cultures and mores under their purview and be able to act as a willing and proactive mentor for middle managers and support staff.

After completing this week’s class, you are expected to be able to:

- Identify one’s own strengths and challenges as a leader and seek opportunities to develop leadership skills.
● Think critically, creatively, and imagine possibilities for solutions that do not currently exist or are not apparent.

● Maintain an appropriate degree of confidentiality that follows applicable legal and licensing requirements, facilitates the development of trusting relationships, and recognizes when confidentiality should be broken to protect the student or others.

Readings
*Handbook of Student Affairs:*
Ch. 18 Organizational and Administrative Models Within Student Affairs, Linda Kuk
Ch. 26 Addressing Legal and Risk Management Issues, John Wesley Lowery
Ch. 30 Campus Crisis Management, Gene L. Zdiarski, II

Linked supplemental reading/video

Discussion Questions:
What are some of the most prevalent theories regarding effective leadership?
Discuss a possible crisis situation and the leadership qualities that would enhance an effective response.
How can we develop leadership skills among our staff members?

Week 9: Residence Life and Housing Services; Counseling, Health Service, Disability Support and Women’s Centers
It is no secret that student affairs professionals are called upon to support the educational mission of the institution. Residence Hall living provides the most intense opportunity we have to influence the out-of-class choices students make. With careful deliberation, and attention paid to learning outcome and retention theories, we can create environments that foster academic growth and development.

After completing this week’s class, you are expected to be able to:

● Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, moral, and intellectual elements.

Readings
*Handbook of Student Affairs:*
Ch. 8 Teaching and Learning Beyond the Classroom, Peter Magolda and Tony Ribera
Ch. 16 Intercollegiate Athletics and Recreation on College Campuses, Joy Gaston Gayles, Tiffany J. Davis, and Mary Howard Hamilton

*Student Development in College: Theory, Research, and Practice*
Ch. 13 Psychosocial Identity Development
Ch. 14 Epistemological and Intellectual Development
Ch. 16 Moral Development

Linked supplemental reading/video

Discussion Questions:
1. What is unique about the Residence Hall opportunity for student learning and growth?
2. What is a university’s obligation to provide medical and physical health services, as well as specialized support in areas such as disabilities and sexual assault? What are the legal and ethical considerations when providing such services?

3. How do institutions develop and maintain caring environments?

**Week 10: Career Development, Academic Advising, Student Organizations; Laying New Foundations for the Future**

Many student affairs services have, at their core, the common purpose of providing the best possible advisement and guidance of students. Not simply prescribing a pre-determined plan for students, but using what we know about the developmental needs of students to help foster growth and development in a wide-range of areas is essential to effective advising.

As traditional boundaries erode, there is more cross-fertilization between academic and student affairs. These networks and relationships must be strengthened. The profession, itself, must provide for lifelong continuing educational opportunities. The profession must continually morph itself and raise its standards higher. Research is the underpinning of evolving new directions in student affairs and the means by which student affairs can work hand-in-hand with academic affairs.

After completing this week’s class, you are expected to be able to:

- Know and follow applicable laws, policies, and professional ethical guidelines relevant to advising and supporting students’ development.
- Recognize the strengths and limitations of one’s own worldview on communication with others (e.g., how terminology could either liberate or constrain others with different gender identities, sexual orientations, abilities, cultural backgrounds, etc.).
- Exhibit culturally inclusive active listening skills (e.g., appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoid interrupting, clarifying).

**Readings**

*Handbook of Student Affairs:*
Ch. 15 Helping Students Prepare for Lives of Purpose, Michele C. Murray and Robert J. Nash
Ch. 31 Career Span: Changing Roles, Responsibilities, and Opportunities, Margaret J. Barr and Arthur Sandeen
Ch. 32 Difficult Discussion Shared With Good Friends, George S. McClellan and Jeremy Stringer

*Student Development in College: Theory, Research, and Practice*
Ch. 16 Development of Self-Authorship
Ch. 18 Implications and Future Directions for Practice, Research, and Theory Development

Linked supplemental reading/video

**Discussion Questions:**

1. What are the theories that inform the practice of student advising?
2. What are best practices for advising?
3. Where do we go from here? What are the likely influential factors in the short-term? What are the likely influential factors in the long-term?