

## **Principles and Practices of Student Affairs - Ball State University**

EDHI 6981 / CRN: 21530

Day: Tuesday

Time: 3:30 pm - 6:10 pm

Modality: In-Person - TC 112 (we will be meeting in another room on occasion)

Semester: Spring 2026

Instructor of Record: Dr. Stephens-Peace (she/her/hers/Dr.)

Office Hours by Appointment: link to book will be made available

### **Required Texts:**

- Articles will be titled, you can access them via the BSU [library site](#), or Google Scholar, BSU Library Lit Review / Education journal [listings](#) & other texts as assigned
- APA Simplified: Your Concise Guide to the 7th Edition- 2020 publication date only (Author: Mark Hatala): can be purchased Amazon, Barnes & Noble for example
- Printing in the building: lobby of TC has a print station; additional printing stations (& tech support for printing issues) can be found in the campus Bracken library. Please note, printing on campus can be delayed, plan accordingly.

### **Course Introduction:**

**Principles and Practices of Student Affairs** introduces students to the professional, organizational, and institutional foundations of student affairs work in higher education. The course examines how student affairs functions within colleges and universities, emphasizing the relationship between theory, practice, policy, and professional judgement. Students will engage peer-reviewed scholarship, contemporary case material, and real-time developments in higher education to understand how student affairs professionals interpret student needs, navigate institutional contexts, and respond to complex challenges.

The course emphasizes analytical thinking, professional communication, and applied reasoning rather than opinion or advocacy. Through structured discussion, written analysis, presentations, and engagement with current practitioners, students will develop skills essential for work in student affairs, academic administration, and related higher education roles. Attention is given to organizational dynamics, campus climate, institutional decision-making, and the evolving nature of higher education practice.

## **Course Framework & Pedagogical Orientation**

This course is designed to support students in developing the analytical and professional skills necessary for effective student affairs practice. It foregrounds principles that guide student affairs work - such as professional judgement, ethical decision-making, organizational awareness, and evidence-based practice— while examining how these principles are enacted in varied institutional contexts.

Rather than relying on a single textbook or prescriptive model, the course draws from peer reviewed journal articles, professional scholarship, and contemporary higher education reporting. While this course at times engages with student development theory as an important foundation, its primary focus is on how student affairs principles are enacted in practice within complex institutional environments. Students will be expected to read closely, engage critically with ideas, and contribute thoughtfully to class discussions. Class sessions are structured as spaces for analysis, interpretation, and collaborative sense-making rather than content review.

Technology is integrated as both a learning tool and a professional competency. Canvas and other digital platforms are used to support engagement beyond the classroom and to reflect the technological environments common in student affairs and academic work. Assignments are intentionally designed to strengthen students' abilities in professional writing, public presentation, interviewing, and institutional analysis, preparing them for a range of professional and academic pathways in higher education.

## **Learning Outcomes**

- *Explain the foundational principles and professional purposes of student affairs within higher education institutions.*
- *Analyze how student affairs practice is shaped by organizational, institutional, and policy contexts, including governance, resources, and campus climate.*
- *Engage and interpret peer-reviewed scholarship and professional literature relevant to student affairs practice.*
- *Evaluate how theories of student development and related frameworks inform-but do not dictate-professional decision making in student affairs.*
- *Apply analytical reasoning to contemporary challenges in higher education, drawing on research, professional perspectives, and institutional context.*
- *Demonstrate professional communication skills, including graduate-level writing, oral presentation, and structured discussion.*
- *Develop professional judgement and intellectual independence, including the ability to assess complex situations without relying on personal opinion alone.*
- *Articulate how student affairs work intersects with broader academic and professional pathways, including administrative and academic roles in higher education.*

## **Intellectual Diversity as a Practice of Thinking**

Intellectual diversity in this course is understood as the opportunity- and expectation-for students to engage with a wide range of scholarly perspectives, institutional contexts, and professional approaches within higher education. This diversity is not about personal belief disclosure or ideological alignment. Rather, it is a process of thinking, analyzing, and making sense of complex systems that students will encounter in their future professional roles.

Students are encouraged to engage seriously with ideas that may differ from their own assumptions or experiences. Understanding an argument, theory, or institutional practice does not require agreement with it. Instead, students are expected to demonstrate the ability to evaluate evidence, assess reasoning, and consider multiple interpretations as part of professional preparation for work in student affairs and higher education.

## **Preparation for Professional Practice**

This course is intentionally designed to prepare students for the varied, often contradictory professional environments they will encounter after graduation. Student affairs professionals regularly work with students, colleagues, policies, and institutional decisions that do not align neatly with any *single* worldview. As such, this course emphasizes professional sense-making: learning how to analyze situations thoughtfully, apply theory /content / idea responsibly, and make reasoned judgements under real constraints.

The intellectual diversity fostered in this course reflects the realities of higher education practice- where professionals must understand contexts fully before acting, often without the luxury of personal certainty or ideological clarity.

## **Role of Scholarship and Course Materials**

This course prioritizes peer-reviewed scholarship and rigorously developed academic literature as the primary foundation for learning, analysis, and evaluation. While contemporary articles and real-time materials may be incorporated to illustrate current institutional contexts, the core analytical work of the course is grounded in scholarly research, theory, and evidence-based frameworks.

Students are expected to rely on these materials when developing arguments, presentations, and written work. Assignments are evaluated based on how effectively students engage with, interpret, and apply scholarly sources - not on opinion-driven or unsupported claims.

## **Instructor Role and Learning Orientation**

The instructor's role in this course is to guide, facilitate, and structure learning opportunities that support the development of graduate-level analytical and professional skills. The instructor will not tell students what to think about higher education issues. Instead, the course is designed to teach students how to think: how to assess evidence, analyze institutional dynamics, organize complex ideas, construct logical arguments, and communicate effectively in academic and professional contexts.

Learning in this course is best determined through assignments that value critical thinking, careful reasoning, and clarity of expression, including in-class presentations, class contributions (both individual and group-based), written papers, and other structured learning activities throughout the semester.

## **Graduate-Level Expectations and Skill Development**

As a graduate-level course, this class emphasizes sustained engagement, close reading, intellectual curiosity, and deep analytical thinking. Students are expected to read carefully, prepare thoroughly, and engage ideas with seriousness and intent. At the same time, students are not expected to enter the course already fluent in all aspects of graduate-level analysis or academic writing.

Developing these skills is a central goal of the course. Students who are still learning how to engage deeply with theory, structure arguments, or write at a graduate level are supported in that process and are expected to leave the course with stronger analytical, reading, and communication skills than when they began.

## **Individual Responsibility, Intellectual Independence & Intellectual Curiosity**

Intellectual diversity in this course also requires intellectual curiosity and intellectual independence. Each student is responsible for developing their own analysis, arguments, and interpretations of course materials. While discussion and collaborative learning are important components of the class, students are expected to avoid superficial agreement, repetition of others' ideas, or "piggy-backing" on prior comments without adding original analysis.

Intellectual independence in this course is grounded in intellectual curiosity—the willingness to ask questions, engage deeply with unfamiliar or challenging ideas, and examine complexity even when conclusions are not immediately clear. Curiosity is essential to graduate-level learning because it supports deeper comprehension, sustained analysis, and thoughtful synthesis of theory, research, and practice. As students transition from this program into professional roles, intellectual curiosity becomes a critical practice that enables adaptability, reflective judgement,

and ongoing learning within a higher education landscape defined by change, uncertainty, and competing institutional demands.

Grades are based on individual work, thinking, and engagement. Strong contributions demonstrate independent reasoning, thoughtful engagement with course materials, and a willingness to wrestle with complexity rather than relying on simplified, obvious, or derivative arguments.

### **Evaluation and Fairness**

Students are evaluated based on clearly defined criteria to analytical depth, engagement with scholarship, professional reasoning, and clarity of communication. Well-supported arguments are evaluated fairly regardless of whether they align with the instructor’s perspectives or those of classmates. Intellectual rigor, not ideological conformity, is the standard for assessment.

### **Academic & Course Policies**

AI (usage & integration)	<p><b>The only</b> Approved use of AI in this course: a) checking written drafts against assignment prompt, b) support with grammar, c) presentation preparation, d) additional comprehension support. <b>All other AI usage is not permitted.</b></p> <p>Using an AI-content generator such as ChatGPT to complete assignments without proper attribution violates academic integrity. By submitting assignments in this class, you pledge to affirm that they are your own work and you attribute use of any tools and sources.</p> <p><b>All assignments must be submitted with the following statement of academic integrity and AI use:</b></p> <p>“I affirm that this assignment reflects my own independent intellectual work. I did not use artificial intelligence tools (including but not limited to ChatGPT, Grammarly, or other generative AI technologies) for idea development, outlining, writing, revising, or editing. If I used any AI tools in any capacity, I have fully disclosed the tool(s) used and explained the nature and extent of that use below. (share how and what you used here). I understand that failure to disclose AI use constitutes a violation of academic integrity and course expectations.</p> <p>Initials /Signature: Date: “</p>
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	<p>As you work on and submit assignments this semester, know that using generative AI tools to complete your assignments is a violation of Ball State’s <a href="#">Academic Ethics Policy</a> <i>unless</i> the AI use is explicitly approved by the faculty member. In general, students may not submit any work generated by an AI program as their own. Doing so is plagiarism. In courses and assignments where AI use is permitted, faculty will have guidelines for that use. Work created outside of those guidelines will be considered an Academic Ethics Policy violation. If a student’s grade is affected by an academic ethics violation, faculty are required to <a href="#">report</a> the violation to the Office of the Vice Provost for Academic Affairs who oversees the Student Academic Ethics policy and maintains records of its violations. More information about the reporting process is available <a href="#">here</a>.</p>
<p>Attendance</p>	<p>This is a graduate level course, and you are expected to be present. All absences beyond one will result in a final grade reduction of 3%. (2nd absence will reduce by 3%, 3rd absence will reduce by 6 percent, etc).</p> <p>This course will adhere to the policy published in the BSU Code of Student Rights and Responsibilities. You are required to attend class on-time and stay for the duration of the class. Not attending class may affect student financial aid. Absences should be discussed with the instructor as soon as possible. Any make-ups are at the discretion of the instructor and on presentation of a documented excuse satisfactory to the course instructor. No assignments will be accepted past the designated due date without documentation of extenuating circumstances (and in concert with the instructor’s discretion and decision to or not to accept an assignment in a new capacity). Course attendance policies are up to your individual faculty, but are consistent with <a href="#">University policies regarding student absences</a>, including for funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, and university advisories. In general, students are expected to notify all of their instructors once they anticipate being absent for any reason (e.g., funeral) or as soon as possible after the absence begins (e.g., unexpected injury or illness). The student may need to provide documentation to each instructor if requested. Only faculty members can excuse an absence.</p>
<p>Technology Use &amp; Assignment Submission</p>	<p>All technology used during class sessions must be directly related to course materials, activities, or discussion. Devices should be silenced and notifications muted. Technology use for personal or professional purposes during class is not permitted, except in the case of documented emergencies or approved on-call responsibilities.</p> <p>Students are responsible for ensuring that all assignments are successfully submitted and visible in Canvas by the stated deadline. Canvas serves as the official and sole record of</p>

	<p>assignment submission. Materials that are not visible in Canvas at the deadline will be treated as not submitted, regardless of screenshots, email attachments, or claims of attempted submission.</p> <p>Technical difficulties—whether related to internet access, devices, file formats, or the Canvas platform—do not excuse missed or incomplete submissions. Students are expected to plan accordingly by submitting work in advance of deadlines and verifying successful upload. The instructor will not adjudicate disputed submissions or determine the validity of technical issues.</p> <p>The work visible in Canvas at the deadline is the work that will be graded. The instructor will not follow up on missing, late, or incorrectly submitted assignments. Students are advised that screenshots or confirmation messages do not substitute for a successful submission visible on Canvas. Students are encouraged to submit assignments early to allow time to resolve any unforeseen technical issues.</p>
Diversity Statement	<p>Ball State University aspires to attract and retain a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our <a href="https://bsu.edu/about/beneficence">https://bsu.edu/about/beneficence</a> and university resources <a href="https://www.bsu.edu/camuslife/multicultural-center/resources">https://www.bsu.edu/camuslife/multicultural-center/resources</a></p>
Real-World / Real Time Application:	<p>Student affairs professionals regularly work within moments of social, political, and institutional change. This course will engage contemporary events when they are relevant to the learning goals and when introduced by the instructor. To ensure class time remains focused and equitable for all students, spontaneous discussion of breaking news, live political developments, or media events not directly connected to the course (wholly or by the week) will not be part of class discussion. Students are encouraged to engage these conversations outside of class &amp; the classroom physical space. The pacing of the course is set by the professor.</p>
Assignment Due Dates policy	Listed below - page 10
Assignment Extensions & Submissions policy	Listed below - page 11
Professor communication	<p>Dr. KSP or Dr. SP or Dr. Stephens-Peace (she/her/hers/Dr.)</p> <p>Due to time constraints, Dr. SP does not stay after the class is dismissed for the evening for conversation or questions.</p> <p>Please make a virtual appointment with me should you need to, you can book here. I can be reached via email, &amp; work to respond in the same “business” week if it’s received prior to Friday &amp; if you have not received a response from me within 48-72 hours, please send the email again. Emails can get lost. I will send most class-wide communications via Canvas</p>

	“announcements” tab. On rare, time sensitive occasions, I will email the class in full.
Title IX	Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment – including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit <a href="http://bsu.edu/titleix">bsu.edu/titleix</a> or contact the Title IX Coordinator at 765-285-1545 or at <a href="mailto:titleix@bsu.edu">titleix@bsu.edu</a> .
Library / Research Material:	<a href="#">Research Support page</a>
Health Services:	<a href="#">Visit their site here</a>
Counseling Services:	The BSU Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. For an appointment, contact them at 765-285-1736. Ball State also offers a 24/7 Crisis Line, (a resource for anyone struggling with mental health concerns) which can be reached at 765-285-HOPE (4673).
Career Services:	<a href="#">Website here</a>
Disability Services	If you need course accommodations because of a disability, please contact Ball State’s <a href="#">Disability Services</a> office as they coordinate services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or <a href="mailto:dsd@bsu.edu">dsd@bsu.edu</a> .
Emergency Preparedness	In the event of an emergency arising on campus, you will be notified of actions that may be required to ensure your safety. It is the responsibility of each student to understand the evacuation and “lockdown” guidelines to follow when an emergency is declared. The BSU <a href="#">website here</a> .
Classroom Engagement & Professional Conduct	This course is designed around active engagement, discussion, and shared inquiry. Students are expected to participate in ways that support a focused, respectful, and collaborative classroom environment. Activities or behaviours that draw focus away from class discussion or disrupt the learning environment for others - regardless of intent - are not appropriate in the classroom. If a particular practice interferes with participation or becomes distracting to others, the instructor may ask that it be discontinued during class. Students who have questions about classroom engagement expectations are encouraged to discuss them with the instructor individually.

<p>APA Style</p>	<p>All papers should be submitted in APA 7th Edition format. Should papers have significant errors in APA formatting, they will not receive full credit. If a student has significant concerns regarding their writing ability, they should consult the Ball State University <a href="#">Writing Center</a>.</p>
<p>Basic Needs</p>	<p>Students facing challenges securing food or housing which may affect their academic success are urged to contact the <a href="#">Dean of Students</a> for support. Basic Needs <a href="#">Hub</a> is a virtual center for on and off-campus resources available to students experiencing basic needs insecurity. If you are a BSU student experiencing challenges with access to adequate food, stable housing, necessary academic materials, or other resource concerns impacting your wellness and ability to continue your BSU education, please complete: <a href="#">Form linked Here</a></p>
<p>Sexual Misconduct</p>	<p>BSU strives to provide sexual assault and misconduct education, awareness building, events and resources for all campus community members. Sexual misconduct is defined as an unwelcome conduct of a sexual nature without consent and includes sexual harassment, sexually hostile environments and sexual violence. Learn more here: <a href="#">website</a></p>
<p>Freedom of Expression</p>	<p>In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person in the Ball State Community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions.</p> <p>Please review Ball State University’s Statement on Freedom of Expression, the resources on Ball State’s Freedom of Expression webpage, and Ball State’s Beneficence Pledge. <a href="https://www.bsu.edu/about/freedom-of-expression">https://www.bsu.edu/about/freedom-of-expression</a></p>

The four major assignments in this course are intentionally designed to be distinct in purpose while intellectually connected. Together, they develop your abilities to analyze scholarly literature, translate theory into practice, understand the lived realities of student affairs work, and communicate ideas clearly in both written and oral forms. Each assignment emphasizes a different mode of professional and academic thinking - interview-based inquiry, theory explanation and application, scholarly research, and applied institutional analysis - while building toward a shared goal of professional judgement and graduate-level reasoning.

**Assignments Breakdown (equals 100%)**

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Concepts-in-Context Presentation*	20%	January 27th
Scholarly Research Paper*	20%	February 24th
Applied Analysis & Professional Synthesis Paper*	20%	March 24th
Professional Pathways & Contemporary Practice Interview Presentation*	20%	April 21st
In-Class Performance	20%	Semester-long Assessment

\*All papers & assignments will be due on their due date. There will be no extensions granted. Any assignment submitted later than it's due date will be immediately reduced by 5% per day. For example, presentation 1 is due 1/27. If submitted on 1/28 there will be a 5% grade reduction, if submitted on 1/29 there will be a 10% grade reduction. Late submissions will not be accepted beyond 2 days. You may submit assignments earlier than their due date, the professor is not expected to grade at that time, and all submissions at the time assignments are due are considered final. Any changes to this are at the professor's discretion.

**Final Semester Grading Breakdown**

"A"	"B"	"C"	"D"	"F"
A (94-100)	B+ (87-89.99)	C+ (77-79.99)	D+ (67-69.99)	F (0-59.99)
A- (90-93.99)	B (83-86.99)	C (73-76.99)	D (63-66.99)	
	B- (80-82.99)	C- (70-72.99)	D- (60-62.99)	

## Writing, Reading, Citation Support

Writing	Reading	Citation
<a href="#">BSU WC Appt.</a>	<a href="#">Academic paper structure</a>	<a href="#">Citation Style Guides</a>
<a href="#">Writing Tips &amp; Resources</a>	<a href="#">Scholarly Reading Guide</a>	

### Assignments

**Universal Assignment Reminder:** All assignments are evaluated based on the quality of analysis, engagement with course materials, and clarity of reasoning. Personal opinion is not evaluated unless it is clearly grounded in scholarly literature or professional frameworks discussed in the course. Students are expected to demonstrate independent thinking, accurate representation of sources, and thoughtful application of concepts to higher education practice. Assignments are due at 3:00 pm EST via Canvas for submission in the class portal, on Tuesdays.

**Presentation Expectations Reminders:** Presentations should demonstrate preparation, close engagement with assigned materials, and the ability to communicate ideas clearly to others. Students are not expected to agree with the authors or frameworks presented, but they are expected to represent them accurately and analyze their implications for higher education practice. Strong presentations move beyond summary and demonstrate how concepts inform professional decision-making under real institutional conditions. All presentations must be done via Powerpoint with captions on. Canva or its contemporaries will not be accepted.

**Written Assignment Reminders:** Written assignments should reflect independent analysis and sustained engagement with scholarly literature. Students are expected to develop original arguments grounded in evidence rather than repeating ideas raised in class discussion or by peers. Strong writing demonstrates curiosity, depth of thought, and the ability to synthesize multiple perspectives rather than relying on simplified or opinion-driven claims. All written assignments must be original, not recycled from another class, (whether a formerly written paper or presentation given), or a program designed in your assistantship or practicum. All papers will require your acknowledgement that AI (see top of syllabus for language to use) was not used and your ideas generated on your own. If you've used AI, you will have to account for your usage and submit that alongside your assignment. All papers must be written and formatted to APA 7, Times New Roman, double spaced, and formatted to page border requirements. **All papers must be submitted on the portal & printed & submitted in person at the start of class, stapled, with your name in the header, for your assignment to be considered submitted.**

**Brief Assignment overview:** (all 5 assignments / assessments worth 20% of final grade)

1. *Concepts-in-Context Presentation* (full details provided on rubric)
  - a. Purpose: This assignment introduces you to the practice of working analytically with scholarly concepts and frameworks early in the semester.
  - b. Presentation Expectations: 10 minutes in length delivered in class & 5-page written reflection
2. *Scholarly Research Paper* (full details provided on rubric)
  - a. Purpose: This paper provides a traditional graduate-level research experience focused on sustained engagement with peer-reviewed scholarship.
  - b. Paper Expectations: You will identify a topic relevant to student affairs or higher education and develop a clear research question or problem, resulting in a 12-page paper.
3. *Applied Analysis & Professional Synthesis Paper* (full details provided on rubric)
  - a. Purpose: This paper emphasizes professional sense-making: the ability to analyze a complex institutional or student affairs issue using theory, research, and course concepts developed across the semester.
  - b. Paper Expectations: You will select a contemporary issue or challenge in student affairs or higher education (e.g., crisis response, governance, finance, assessment, technology, campus climate). You will analyze the issue, resulting in a 15-page paper.
4. *Professional Pathways & Contemporary Practice Interview Presentation* (full details provided on rubric)
  - a. Purpose: This assignment introduces you to the professional realities of student affairs with thorough structured inquiry rather than anecdote or opinion.
  - b. Presentation Expectations: 15 minutes in length delivered in class, and 5-page written reflection. **Cannot interview your assistantship or practicum supervisor or leadership.**
5. *In-Class Performance*
  - a. Performance in this class is assessed based on preparation, engagement with course materials, and evidence of intellectual growth over time. Participation does not require frequent speaking or forceful argumentation. It may include thoughtful listening, written reflection, asking clarifying questions, and demonstrating increasing analytical sophistication across the semester. Performance in this class are uplifted by structure that allows space for conversation, discussion, analysis, and collective sensemaking. Class time will not be used for instructor-led summaries of readings. Students are expected to arrive having completed the assigned materials and prepared to engage them thoughtfully. Discussion in this class prioritizes 1) analysis over opinion, 2) engagement with ideas rather than individuals, 3) independent thinking rather than repetition or agreement for its own sake. Strong in-class performance is highlighted by student contributions that

demonstrate familiarity with the course materials, and effectively advance the conversation by raising questions, identifying tensions, applying theories, concepts, frameworks, or introducing evidence. Simply restating what others have said or the act of offering unsupported opinions (in addition to referring back to your assistantship site/practicum experience alone) does not constitute strong participation. *Silence that reflects thoughtful listening is valued; unprepared participation is not.*

**In class Performance Rubric**

20% - Excellent	15% - Satisfactory	10% - Limited
Consistently comes prepared, having completed readings and engaged with course materials. Contributes thoughtfully to discussion in ways that advance collective understanding.	Generally prepared and participates appropriately. Contributions are relevant but may be uneven in depth or consistency.	Frequently unprepared or disengaged from course materials. Contributions are infrequent, superficial, or off-topic.
Engages constructively in both individual & group activities. Demonstrates respect for the learning environment and peers. Classroom behaviours support focus, discussion, and collaboration.	Engages in group activities but may participate less actively. Classroom behaviors are generally appropriate with occasional lapses.	Classroom behaviours interfere with discussion or the learning environment. Limited engagement in group activities.

**Schedule- Week by Week**

Week of	Materials Required	Assignment
1) January 6th - Course Intro	Syllabus	
2) January 13th - Foundations of Student Affairs Practice	<p>Renn, K. A., &amp; Jessup-Anger, E. R. (2008). Preparing new professionals: Lessons for graduate preparation programs from the national study of new professionals in student affairs. <i>Journal of College Student Development</i>, 49(4), 319-335.</p> <p>Carpenter, S., &amp; Stimpson, M. T. (2007). Professionalism, scholarly practice, and professional development in student affairs. <i>NASPA Journal</i>, 44(2), 265-284.</p>	*Required: book Writing Center appointment for week of Feb 2nd.
3) January 20th - Foundations of Student Affairs Practice	<p>Pittman, E. C., &amp; Foubert, J. D. (2016). Predictors of professional identity development for student affairs professionals. <i>Journal of student affairs research and practice</i>, 53(1), 13-25.</p> <p>Duran, A., Abes, E. S., Stewart, D. L., &amp; Jones, S. R. (2024). Looking back, moving forward, and everything in between: Revisiting student development's relevance and enduring concepts. <i>Journal of College Student Development</i>, 65(2), 121-136.</p>	
4) January 27th - Foundations of Student Affairs Practice	<p>Torres, V., &amp; LePeau, L. (2022). Understanding the Synergistic Relationship between Student Retention and Student Development Theories. <i>Journal of Postsecondary Student Success</i>, 1(3), 1-12.</p> <p>Renn, K. A. (2020). Reimagining the study of higher education:</p>	<i>Concepts-in-Context</i> Presentation 1 Due

	Generous thinking, chaos, and order in a low consensus field. <i>The Review of Higher Education</i> , 43(4), 917-934.	
5) February 3rd - Student Affairs & Academic Affairs	<p>Workshop class (no in-person meeting)</p> <p>Kimball, E., Friedensen, R., &amp; Ryder, A. (2023). " Referees on a Field:" A Grounded Theory Analysis of How Student Affairs Professionals Think About External Demands on Practice. <i>Journal of College Student Development</i>, 64(3), 257-273.</p> <p>LePeau, L. (2015). A grounded theory of academic affairs and student affairs partnerships for diversity and inclusion aims. <i>The Review of Higher Education</i>, 39(1), 97-122.</p> <p>Johnson, R. M., &amp; Strayhorn, T. L. (2025). Fostering Belonging Through Academic Affairs: Advancing Policy and Practice. <i>New Directions for Higher Education</i>, 2025(209), 5-8.</p>	*Required: Writing Center visit this week
6) February 10th - Students, Institutions, & Inequality	<p>Kahu, E. R. (2013). Framing student engagement in higher education. <i>Studies in higher education</i>, 38(5), 758-773.</p> <p>Martin, G. L., Smith, M. J., Takewell, W. C., &amp; Miller, A. (2020). Revisiting our contribution: How interactions with student affairs professionals shape cognitive outcomes during college. <i>Journal of Student Affairs Research and Practice</i>, 57(2), 148-162.</p>	
7) February 17th - Students, Institutions, & Inequality	Reece, B. J., & Rish, R. M. (2020). A critical literacy approach to student affairs	Paper 1 Draft due in class - writing center comes to class

	<p>education. <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i>, 5(3), 3.</p> <p>Khan, J. (2025). Political Bias in College Student Access To Campus Resources. <i>Political Behavior</i>, 1-24.</p>	
8) February 24th - Students, Institutions, & Inequality	<p>Coley, J. S., McElroy, J. R., &amp; Schachle, J. L. (2023, March). Red Schools, Blue Schools? Republican and Democratic Student Groups at US Colleges and Universities 1. In <i>Sociological Forum</i> (Vol. 38, No. 1, pp. 4-26).</p> <p>Torres, V., Jones, S. R., &amp; Renn, K. (2019). Student affairs as a low-consensus field and the evolution of student development theory as foundational knowledge. <i>Journal of College Student Development</i>, 60(6), 645-658.</p>	Paper 1 - “scholarly research paper” due
9) March 3rd	Spring Break - no classes	Classes resume 3/9/26
10) March 10th - Power, Policy, Crisis, & Complexity	<p>Birnbaum, R. (2000). The life cycle of academic management fads. <i>The journal of higher education</i>, 71(1), 1-16.</p> <p>Kezar, A. (2014). Higher education change and social networks: A review of research. <i>The journal of higher education</i>, 85(1), 91-125.</p>	
11) March 17th - Power, Policy, Crisis, & Complexity	<p>Tierney, W. G. (1988). Organizational culture in higher education: Defining the essentials. <i>The journal of higher education</i>, 59(1), 2-21.</p> <p>Briody, E. K., Rodríguez-Mejía,</p>	

	<p>F. R., &amp; Berger, E. J. (2022). Professional staff making a difference: Cultural change in higher education. <i>Innovative Higher Education</i>, 47(2), 297-325.</p> <p>Moerschell, L., &amp; Novak, S. S. (2020). Managing crisis in a university setting: The challenge of alignment. <i>Journal of Contingencies and Crisis Management</i>, 28(1), 30-40.</p>	
12) March 24th - Power, Policy, Crisis, & Complexity	<p>Gigliotti, R. A. (2016). Leader as performer; leader as human: A discursive and retrospective construction of crisis leadership. <i>Atlantic Journal of Communication</i>, 24(4), 185-200.</p> <p>Lederer, A.M., Hoban, M. T., Lipson, S. K., Zhou, S., &amp; Eisenberg, D. (2021). More than Inconvenienced: The Unique Needs of U.S. College Students During the COVID-19 Pandemic. <i>Health Education &amp; Behavior</i>, 48(1), 14-19.</p>	Paper 2 -"Applied Analysis & Professional Synthesis" due
13) March 31st	Dr. KSP away for Conference	
14) April 7th - Advanced Theory & Praxis	<p>Lightner, C. A., Lightner-Laws, C. A., &amp; Womack, T. (2025). Adjusting to a new normal: understanding the need for a significant overhaul of the technological infrastructure at higher education institutions. <i>Educational technology research and development</i>, 1-32.</p> <p>Barrett, A. M., Plate, M., Borasi, R., &amp; Harris, N. F. (2025). Exploring Artificial Intelligence Implications for Higher Education Student Affairs. <i>Journal of Student Affairs Research and Practice</i>, 62(2), 116-128.</p>	
15) April 14th - Advanced	Perez, R. J., & Bettencourt, G.	

Theory & Praxis	M. (2024). Exploring compassion fatigue and community care in student affairs. <i>Journal of Student Affairs Research and Practice</i> , 61(2), 266-278.	
16) April 21st (last day of meetings for <b>this</b> class)		Presentation 2 - “ <i>Professional Pathways &amp; Contemporary Practice Interview</i> ” Due

Monday, April 27th, 2026 - Last meeting day for Spring semester classes.

Tuesday, April 28th, 2026 - Final Examination Period - Friday, May 1st, 2026

Spring Semester Ends: May, 1st, 2026

May Commencement: Saturday, May 2nd, 2026