

EDH 626 Foundations of Student Affairs

UNIVERSITY OF NEVADA LAS VEGAS

Department of Educational Psychology and Higher Education

Professor:

Time: Asynchronous Web-based / online

Class Location: Asynchronous Web-based / online

Office Location:

Office Hours:

Phone:

WebCampus: <https://webcampus.unlv.edu>

Email:

UNLV Land Acknowledgment

The University of Nevada, Las Vegas wishes to acknowledge and honor the Indigenous communities of this region, and recognize that the university is situated on the traditional homelands of the Nuwuvi, Southern Paiute People. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community with this land. We encourage everyone in this space to engage in continued learning about the Indigenous peoples who work and live on this land since time immemorial, including the Las Vegas Paiute Tribe and the Moapa Band of Paiutes, and about the historical and present realities of colonialism. As one of the most diverse universities in the United States, UNLV believes it is important to recognize and appreciate the use of Southern Paiute land as part of its mission to be a welcoming and inclusive place for working and learning.

Note: The instructor reserves the right to change the syllabus as it relates to how the course is administered.

Course Description

This course is designed to prepare current and future higher education and student affairs educators to work in higher education settings with complex histories, organizational structures, and environments. EDH 626 reviews development of the profession and assessment of current practices and issues.

Course Prerequisite(s)

Admitted degree or non-degree seeking graduate student

Program Competencies

In addition to the course and program learning objectives, this course can support students' development of several ACPA/NASPA competencies such as: advising and helping; ethical professional practice; leadership; student learning and development.

Learning Outcomes/Course Objectives

Students who complete this course will meet the following course and program learning objectives:

Course Competencies

- Describe historical and philosophical influences on higher education and the student affairs profession;
- Describe the role and function of student affairs within the context of higher education;
- Identify various functional areas within student affairs;
- Identify areas for continued development of student affairs professionals and issues of concern to the profession;
- Enhance communication, writing and analysis skills.

Higher Education Program

- Discuss the historical and philosophical influences that guided the evolution of higher education in the U.S.;
- Discuss the ways in which institutional mission, type, and organizational structure shapes the nature of student affairs;
- Discuss the nature of leading and working with and in diverse organizations;
- Discuss the requisite knowledge to fulfill key student affairs responsibilities.

Required Text

Schuh, J.H., Jones, S.R., Torres, V. (2017). *Student services: A handbook for the profession* (6th edition). San Francisco, CA: Jossey-Bass. **(ebook available through UNLV library)**

Magolda, P. M., & Magolda, M.B. (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus. **(ebook available through UNLV library)**

* Other readings will be made available through UNLV WebCampus

Evaluation Methods

Assignments- Please upload all of your assignments through UNLV WebCampus on the due dates listed. **Late work will not be accepted.** All assignments should be typed in 12-point font, double-spaced, with 1-inch margins. When citing references, use APA style. All assignments should be carefully proofread for spelling, grammar, and syntax. Please visit the UNLV writing center for support. Assignments will be noted in weekly Modules, points to vary.

Group Discussion - Contested Issues in Student Affairs (25 points)- This assignment calls upon you to engage in a dialogue on critical student affairs issues. Specifically, you are asked to draw upon course content knowledge, independent research, and/or previous educational and professional experiences to articulate an informed perspective on the contested issues discussed in the Magolda and Baxter Magolda (2011) book, *Contested Issues in Student Affairs*. You will be placed in groups on Webcampus for each discussion. To complete each discussion:

- a) Read the primary essay and the response essay as assigned (course outline);
- b) Write a meaningful, informed, and respectful entry or response (between 200 – 300 words) **that extends** the contested issue dialogue, i.e. **this is NOT a summary**;
- c) Respond to at least 1 post from your group (50 words maximum).

Discussions will be graded on the following criteria:

- Write a meaningful (well organized), informed (no grammar/spelling errors), and respectful entry (10 pts.)
- Between 200 and 300 words that extends the contested issue dialogue (10 pts)
 - Does not simply repeat what has been stated
- Respond to a colleague's post (5 pts)

FINAL EXAM / Lit Review - Achieving Inclusive and Equitable Learning Environments (100 pts.): Students will conduct a literature review on a topic of interest to them and applicable to their goals for practice and research in CSPA. **You will select one of the chapters from the section *Achieving Inclusive and Equitable Learning Environments* from *Contested Issues* – ONLY chapters 12, 13, 15, 17 & 18.**

For your literature review please complete the following:

1. A minimum of 3 sources are required, NOT including the text. Websites may be used but DO NOT count towards the minimum sources needed. Sources MUST also come from refereed journals ONLY. (10 pts.)
2. Papers should be between 8-10 pages (including Reference page) and include the following:
 - a. Statement and description of your topic. This might be a summary of the chapter (10 pts.).
 - b. A synthesis of the literature – NOTE: This is NOT a book report or summary of each source you use, rather it is an integration of ideas, key findings, etc. ACROSS your sources. This should look VERY similar to that of a literature review from a manuscript. Basically, what does the literature have to provide in terms of connecting to or not, the topic of your selected chapter (25 pts.).
 - c. Your recommendations for practice (10 pts)
 - d. Your recommendations for professional development given your topic and findings in the literature (10 pts.).
 - e. Summary of the paper (10 pts.).
 - f. Reference page (5 pts.).
 - g. APA 7th Edition, 12 pt. Roman Times, Double Spaced (10 pts.).
 - h. Grammar and spelling check – I recommend using Grammarly or visiting the UNLV Writing Center (10 pts.).

3. All papers will be uploaded to the assignment link on Webcampus no later than December 10th, 5 pm.

Attendance Policy

EDH 626 is a web-based course.

Grading Scale

A	95 – 100
A-	90 – 94
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	00 – 59

UNLV Policies

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing a Course

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of devices such as cellular phones and pagers, or other potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Since the COVID-19 pandemic forced some instruction to be delivered remotely starting in Spring 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for student or employee violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (Student Services Complex, SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to a permanent disability, temporary or permanent medical need, or academic support due to pregnancy are encouraged to contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. Students who are already registered with the DRC should request their accommodations online each semester, and make an appointment to discuss their accommodations with their instructors.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the

course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Classwork policy, under Registration Policies, on the [Academic Policies](#) webpage, <https://catalog.unlv.edu/content.php?catoid=32&navoid=8271&hl=>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student submits official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Sending emails within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC), at the Claude I. Howard Building, provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](#), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

EDH 626 Course Outline

Module	Topic	Readings
I	Course Introductions & Historical Contexts	<p>Schuh, J.H., Jones, S.R., Torres, V. (Eds.), <i>Student services: A handbook for the profession</i> (6th edition). San Francisco, CA: Jossey-Bass. Ch. 1, 2, & 3</p> <p>Magolda, P. M., & Magolda, M.B. (2011). <i>Contested issues in student affairs: Diverse perspectives and respectful dialogue..</i> Ch. 1</p>
II	Professional Context	<p>Schuh, J.H., Jones, S.R., Torres, V. (Eds.), <i>Student services: A handbook for the profession</i> - Ch. 4, 5, & 6.</p> <p>Hirt (2006). Where you work matters.</p> <p>CAS Statement of Ethical Standards (2006) ACPA Statement of Ethical Principles and Standards</p> <p>Magolda & Magolda, Ch. 5</p>
III	Theory & the Profession	<p>Schuh, J.H., Jones, S.R., Torres, V. (Eds.), Ch. 8, 11, 12 & 31</p> <p>Magolda & Magolda, Ch. 3</p>
IV	Professional Practice	<p>Schuh, J.H., Jones, S.R., Torres, V. (Eds.), Ch. 16, 17, 19 & 21</p> <p>Magolda & Magolda Ch. 4</p>
V	Essential Competencies	<p>Schuh, J.H., Jones, S.R., Torres, V. (Eds.), Ch. 22, 23, 25, 27, & 28</p> <p>Magolda & Magolda Ch. 20</p>
VI	Final Exam	<p>Literature Review: Achieving Inclusive and Equitable Learning Environments</p>