



**HIGHER EDUCATION
AND STUDENT AFFAIRS**

Spring 2023 Course Schedule and Details

First-Year Cohort

Course Title	Time & Day	Instructor(s)
Assessment Practice in Higher Education and Student Affairs (EDLR-5103)	Thursdays 2:00pm - 4:30pm	Dr. Adam McCready
College Student Development: Theory and Practice (EDLR-5117)	Tuesdays 2:00pm - 4:30pm	Dr. Ashley Robinson
Practicum in Higher Education (EDLR-5092)	Select Wednesdays 2:30pm - 4:25pm (1/25, 2/8, 2/22, 3/8, 4/5)	Kelly Schlabach, M.A.

Second-Year Cohort

Course Title	Time & Day	Instructor(s)
Seminar in Higher Education (EDLR-5118)	Tuesdays 9:30am - 12:15pm	Dr. Adam McCready
Legal Issues in Higher Education and Student Affairs (EDLR-5119)	Tuesdays 5:00pm - 7:30pm	Angelica Matos Jennings, J.D.
Elective (Student choice)		

EDLR 5103: Assessment Practice in Higher Education and Student Affairs

Course Description: Welcome to *Assessment Practice in Higher Education & Student Affairs*! This is the second in a sequence of two courses intended to help you gain the skills, knowledge and confidence to conduct an assessment project in a higher education context.

Countless HESA Huskies have gone through this course, and many higher education and student affairs offices and departments have benefitted from the insights that our students have generated over the

years. You are now part of this tradition that makes our program unique.

According to the ACPA and NASPA (2015) *Professional Competency Areas for Student Affairs Educators*, “The Assessment, Evaluation, and Research [AER] competency area focuses on the ability to design, conduct, critique, and use various AER methodologies and 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” (p. 20). Accordingly, the purpose of this course is for you to engage in, and use, assessment, evaluation, and research to inform their work in a higher education setting.

Participating in a year-long, hands-on assessment project is the core feature of our course. In this second course, you will engage in a team-based, service learning project to conduct your self-designed assessment. This phase of your project will include the finalization of your instruments (e.g., survey questionnaires, interview protocols), data collection, data analysis, presentation of your findings, implications and recommendations, and the writing of your team’s assessment report.

Course Objectives: from ACPA/NASPA Professional Competencies Rubrics (ACPA & NASPA, 2016):

By completing this course, students will be able to:

Assessment, Evaluation, and Research Competency

- Participate in the design of qualitative and quantitative AER projects, determining appropriate methods and analyses for each.
- Select AER methods, methodologies, designs, and tools that fit with research and evaluation questions and with assessment and review purposes.
- Discern appropriate design(s) based on critical questions, available data, and intended audience(s).
- Explain the necessity to follow institutional and divisional procedures and policies (e.g., IRB approval, informed consent) with regard to ethical assessment, evaluation, and other research activities.
- Assess the legitimacy, trustworthiness, and/ or validity of studies of various methods and methodological designs (e.g. qualitative vs. quantitative, theoretical perspective, epistemological approach).
- Consider rudimentary strengths and limitations of various methodological AER approaches in the application of findings to practice in diverse institutional settings and with diverse student populations.
- Anticipate and respond to challenges related to individual and institutional politics, competing constituencies and interests, and divergent values.
- Identify the political and educational sensitivity of raw and partially processed data and AER results
- Facilitate data collection for system/department-wide assessment and evaluation efforts using current technology and methods.
- Handle data with appropriate confidentiality and deference to organizational hierarchies.
- Communicate and display data in a manner that is accurate, transparent about the strengths, limitations, and context of the data; and sensitive to political coalitions and realities associated with data as a scarce resource

- Explain to students and colleagues the relationship of AER processes to learning outcomes and goals.
- Effectively use assessment and evaluation results in determining the institution's, the division's, or the unit's accomplishment of its missions/goals, re-allocation of resources, and advocacy for more resources.

Main Textbook(s)/Readings:

[Biddix, J. P. \(2018\). *Research methods and applications for student affairs*. Jossey-Bass.](#)

[Schuh, J. H., Biddix, J. P., Dean, L. A., & Kinzie, J. \(2016\). *Assessment in student affairs* \(2nd ed.\). Jossey-Bass.](#)

Other course readings as assigned

Major Assignments:

- Quantitative analysis assignments (2)
- Qualitative analysis assignment (1)
- Assessment project presentation
- Assessment project final report
- Learning reflections (3)

EDLR 5117: College Student Development: Theory and Practice

Course Description: This course will focus on contemporary college student development theories. The purpose of this course is to explore and understand the nature, culture, and development of college students in the United States. The course will examine a range of developmental theories offering insight into the processes of student learning, growth, and development during the college years. Essential to this course is an understanding of how tacit assumptions about individuals, groups, college, learning, development, and growth influence both those who have observed and studied college students and student affairs practice based on those models. There will be an emphasis on exploring the historical, philosophical, and theoretical foundations of student development theory related to student affairs practice. This course will briefly cover “foundational” theories and will spend significant time covering theories from constructivist and critical paradigms.

Course Objectives:

- students will articulate the role of theory in higher education practice and in their own experiences as an educational practitioner.
- students will use theories and concepts to equitably support diverse groups of college students' learning, growth, and development.
- students will develop knowledge and skills to implement developmental and learning-centered programs and services for college students.

Main Textbook(s)/Readings:

Abes, Jones, S. R., & Stewart, D. L. (2019). *Rethinking college student development theory using critical frameworks*. Stylus Publishing, LLC.

Patton, Renn, K. A., Patton, Renn, K. A., Guido-DiBrito, F., & Quaye, S. J. (2016). *Student development in college: theory, research, and practice* (Third edition.). Jossey-Bass & Pfeiffer.

Major Assignments:

- Personal Learning Plan and Assessment
- Learning & Development Reflection
- Collaborative Class Facilitation
- Student Development Case Study
- Statement of Developmental Philosophy and Values

EDLR 5092: Practicum in Higher Education

Course Description: This practicum course provides educators who wish to become higher education and student affairs educators the opportunity to become familiar with the competencies relevant to the field. In particular, this practicum course represents the first of two practical students take in the Higher Education and Student Affairs (HESA) master's program, aimed to help students identify and address issues alongside their colleagues. For class sessions, students will draw upon their respective practicum, academic, and assistantship experiences to identify issues on which to focus, analyze the problem or issue from multiple perspectives, and consider how solutions apply to various contexts. In addition, completing 98 hours at your self-selected practicum site, you will enhance your own higher education and student affairs experiences and professional development.

Course Objectives:

- We will explore how our lived experiences and identities relate to the social systems around us and particularly systems of higher education.
- We will analyze how our reflections regarding our lived experiences and systems of higher education can apply to our practicum more broadly.
- We will evaluate how our reflections regarding our lived experiences and systems of higher education impact the choices we make in our practicum (and more broadly, workplace) environment.
- We will discuss how contemporary societal issues impact higher education and student affairs, and further how contemporary issues in higher education and student affairs affect our practicum context.
- We will work to cultivate a shared classroom space where we all have a responsibility in the co-

construction of knowledge.

Main Textbook(s)/Readings: There will be six main required readings throughout the course with a list of readings students can choose from to supplement the required reading in recommended readings and contemporary contexts. The main articles are below:

- Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. *American journal of public health, 90*(8), 1212.
- Tatum, B. D. (2000). The complexity of identity: "Who am I?". *Readings for diversity and social justice, 2*, 5-8.
- Squire, D., Williams, B. C., & Tuitt, F. (2018). Plantation politics and neoliberal racism in higher education: A framework for reconstructing anti-racist institutions. *Teachers College Record, 120*(14), 1-20.
- Douglass Horsford, S. (2014). When race enters the room: Improving leadership and learning through racial literacy. *Theory Into Practice, 53*(2), 123-130.
- Williams, B. (2016). Radical honesty: Truth-telling as pedagogy for working through shame in academic spaces. *Race, equity, and the learning environment: The global relevance of critical and inclusive pedagogies in higher education, 71-82*.
- Meyerson, D. E. & Scully, M. A. (1995). Tempered radicalism and the politics of ambivalence and change. *Organization Science, 6*(5), 585-600

Major Assignments: Practicum Learning Plan, Final Assessment of Practicum Learning Plan with Practicum Site Check-In; Three Reflective Briefs, Culmination Project

EDLR 5118: Seminar in Higher Education

Course Description: As the capstone seminar for the Higher Education and Student Affairs master's program, this course prepares students for their UConn HESA Comprehensive Examination, future career opportunities in higher education and student affairs, and transitions out of the HESA program. Also, this course allows students the opportunity to reflect on their experiences and celebrate their accomplishments during their time in the UConn HESA program.

Course Objectives: By completing this course, students will be able to [from *ACPA/NASPA Professional Competencies Rubrics* (ACPA & NASPA, 2016)]:

Organizational and Human Resources

- Assess complexity of established networks to determine how they benefit or detract from mission and goals of the organization.
- Describe ethical hiring techniques and institutional hiring policies, procedures, and processes that reflect a commitment to diversity and equity.
- Identify the pros and cons of various staffing patterns, supporting job descriptions, and work process configurations related to one's work setting.

Personal and Ethical Foundations

- Explain alignment of practice, personal ethics, and ethical statements.
- Analyze personal experiences for deeper learning/growth and engage others in reflection.
- Identify meaningfulness of personal beliefs and commitments.

Social Justice and Inclusion

- Assess one's own department's role in addressing [systemic barriers to social justice and inclusion].
- Connect and build meaningful relationships with others while recognizing multiple, intersecting identities, perspectives, and developmental differences.

Values, Philosophy, and History

- Explains the public role and societal benefits of student affairs and of higher education generally.
- Identifies and incorporates emerging values of profession into one's professional practice

Main Textbook(s)/Readings: No textbook, but other weekly course readings are assigned

Major Assignments:

- Mock Job Application
- Comprehensive Exam Narrative
- Expression of Scholar-Practitioner Identity (Capstone assignment)
- Learning reflections (3)

EDLR 5119: Legal Issues in Higher Education and Student Affairs

Course Description: This foundational course explores the various ways in which the law intersects with higher education and student affairs. Student affairs and higher education professionals are faced with the ways in which ethics and decision-making are impacted by policies; federal regulations and mandates. This course examines how higher education and student affairs make informed decisions to integrate the law into their practice.

Course Objectives:

- Develop an understanding of and implications for practice in relation to ACPA/NASPA's Law, Policy, and Governance (LPG), Personal and Ethical Foundations (PPF), and Leadership (LEAD) competency areas.
- Understand a basic understanding of the U.S. legal system, including legal terms.
- Comprehend how federal and state laws affect the work of higher education/student affairs professionals.
- Recognize how legal issues and decision-making affect different types of higher education institutions (e.g., public versus private, Doctoral Universities versus Associate's Colleges).

- Understand contemporary ethical and legal issues affecting various higher education/student affairs functional areas.
- Identify landmark court decisions that have shaped postsecondary education institutional policies and practices.
- Analyze contemporary case studies of how higher education institutional agents are confronting issues related to the law, ethics, and decision-making.
- Develop skills to prepare a case brief for a court decision that has impacted higher education/student affairs professionals.
- Articulate the intersections of diversity, equity, inclusion, and social justice within law, ethics, and decision-making lenses.
- Understand the implications of law, ethics, and decision-making in higher education/student affairs professionals' role as a change agent.
- Articulate the ways in which higher education and student affairs is impacted by the law in current roles and aspirational roles.

Main Textbook(s)/Readings:

Alexander, K. W., & Alexander, K. (2017). *Higher education law: Policy and perspectives*. New York, NY: Routledge. (Noted in Course Outline as Alexander & Alexander)*

**Additional required readings are available on HuskyCT and will be announced in advance if not already included in the syllabus.*

Major Assignments: Quizzes (3); Case Briefs (3); Discussion Boards (4); Reflection (1); Final Project Proposal, Outline, References, Final Paper (12-15 pgs). & Pecha Kucha Presentation Case Study Assignment integrating the law & higher education using hypothetical and film/television