



EDU520 Issues in Student Affairs (3 credit hours) Course Syllabus

Course Description

In this course, you will learn about the critical issues, administration, and philosophies of the student affairs profession in higher education. You will explore various topics, including the history and development of student affairs, theories on student development, campus crisis prevention and management, student engagement, health and mental health concerns, Greek life, financial literacy, and more. Through a blend of readings, multimedia resources, and real-life case studies, you will gain valuable insights into the challenges and opportunities faced by student affairs professionals.

Course Learning Outcomes (CLOs)

1. Compare and contrast various philosophies of higher education student affairs.
2. Analyze the factors that lead to student success.
3. Identify and explain various ways that student affairs and services can be organized.
4. Appraise the current trends in student affairs.
5. Summarize major problems in student affairs.
6. Assess future directions in student affairs.
7. Analyze emerging issues in campus crisis prevention and management.

Required Textbook(s) and Resources

There are no required resources for this course. All course materials are included as links within the course.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#). You might consider registering for one of the library's many

webinars on library research, source evaluation, copyright, and other topics at the [Library Events - Upcoming Events](#) web page. For further assistance, email a librarian, at: library@tiffin.edu.

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or forum posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up forum posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

Students will engage in a variety of learning activities each week, including forum sharing, assignments, and reflections.

Weekly forum posts will involve responding to prompts and sharing perspectives with classmates in the online forums. Assignments will include writing comparative papers, developing program plans, creating infographics, and analyzing case studies. Students will also complete weekly reflections to synthesize learnings. Activities are designed to help students engage with course concepts, apply their knowledge, and achieve the stated learning outcomes. Please refer to the Course Schedule for the specific activities each week.

Grading and Points Distribution

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Forum Activity 1.1 (n/a) Activity 1.2 (40)	Forum Activity 2.1 (40)	Forum Activity 3.1 (40)	Forum Activity 4.1 (40)	Forum Activity 5.1 (40)	Forum Activity 6.1 (40)	Forum Activity 7.1 (40)	280
Assignment Activity 1.3 (80)	Assignments Activity 2.2 (80)	Assignments Activity 3.2 (80) Activity 3.3 (50)	Assignments Activity 4.2 (80) Activity 4.3 (50)	Assignments Activity 5.2 (80) Activity 5.3 (50)	Assignments Activity 6.2 (80) Activity 6.3 (50)	Assignment Activity 7.2 (40)	720
120	120	170	170	170	170	80	1000

Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
F	<70%

Please see the [Academic Bulletin](#) for grade appeal information.

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Course Anticipation - Initial Post
Week 1: Definition of Student Affairs Historical Evolution, Past Century Public vs. Private Institutions	<input type="checkbox"/> WED: Activity 1.1: Course Anticipation - Optional Secondary <input type="checkbox"/> WED: Activity 1.2: Dean of Universities - Initial Post <input type="checkbox"/> SAT: Activity 1.2: Dean of Universities - Secondary Post <input type="checkbox"/> SUN: Activity 1.3: Comparison of Public and Private Institutions
Week 2: Review of CAS Standards Functional Areas in Student Affairs Integration of CAS Standards	<input type="checkbox"/> WED: Activity 2.1: Student Development Theories – Initial Post <input type="checkbox"/> SAT: Activity 2.1: Student Development Theories – Secondary Post <input type="checkbox"/> SUN: Activity 2.2: Student Success Plan
Week 3: Review of CAS Standards Functional Areas in Student Affairs Integration of CAS Standards	<input type="checkbox"/> WED: Activity 3.1: Functional Areas Within Student Affairs <input type="checkbox"/> SAT: Activity 3.1: Student Affairs Functional Area Proposal <input type="checkbox"/> SUN: Activity 3.2: Student Affairs Reflection
Week 4: Strategies for Student Engagement Partnerships for Student Success Technology in Student Well-being	<input type="checkbox"/> WED: Activity 4.1: Student Engagement Ideas <input type="checkbox"/> SAT: Activity 4.2: Engagement Plan <input type="checkbox"/> SUN: Activity 4.3: Well-Being Infographic

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
<p>Week 5:</p> <p>History of Greek Life</p> <p>Hazing Laws and Prevention</p> <p>Jeanne Clery Act Implications</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 5.1: Greek Life Experiences <input type="checkbox"/> SAT: Activity 5.2: Responsible Greek Life Plan <input type="checkbox"/> SUN: Activity 5.3: Social Media Campaign
<p>Week 6:</p> <p>Emerging Issues in Student Affairs</p> <p>Campus Crises: Case Studies</p> <p>REMS Crisis Management Planning</p> <p>ASR Report and Campus Safety</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 6.1: Campus Crises <input type="checkbox"/> SAT: Activity 6.2: Analyzing the Impact of a Crisis <input type="checkbox"/> SUN: Activity 6.3: Reflection Management Plan
<p>Week 7:</p> <p>Personal and Professional Development</p> <p>Values and Ethics in Profession</p> <p>Job Opportunities in Higher Education</p>	<ul style="list-style-type: none"> <input type="checkbox"/> WED: Activity 7.1: Inclusive Student Affairs - Professional Statement <input type="checkbox"/> SAT: Activity 7.2: AI Interview Report

Tips for Success

Online learning requires self-discipline and self-direction. As seekers of the truth, we should be willing to challenge one another's academic work in a spirit of respectful comradery. Your course is a place for you to grow as you benefit from the expertise, experience, and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge and understanding.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

Your Instructor Will Expect You to:

- Thoroughly review orientation materials (Start Here) within the first 48 hours of the term.
- Monitor your TU email account **daily** for important updates and announcements.
- Take ownership of your learning experience and act in a proactive, self-directed manner. That means:
 - Fully participate in all learning activities.
 - Complete assignments as described in rubrics or other instructions.
 - Submit all work on time and in the specified format (e.g. APA format for citations).
 - Utilize and incorporate instructor provided feedback to improve your work.
 - Ask questions so you can better understand course material or assignments.
 - Use the highest standards of intellectual honesty and integrity. For more information, see the TU Library guide: [Digital Literacy: Netiquette and Internet Safety](#).
 - Treat others respectfully and demonstrate "netiquette" (online politeness and respectfulness) at all times. TU celebrates cultural uniqueness and expects all students to be considerate and thoughtful throughout their learning experiences.

You Should Expect Your Instructors to:

- Post an introductory announcement/email at the beginning of each week to provide updates and help you prepare for the week's activities.
- Maintain an active and engaged presence in all course activities and throughout the course.
- Respond to your emailed questions within 48 hours, if not sooner.
- Clearly communicate any absences or expected non-participation due to extenuating circumstances. For example, "I will be traveling to attend a funeral

this week and may not be able to respond to questions or participate in forums for a couple of days.”

- When grading your work:
 - clearly indicate their grading approach (what they like to see in submitted work as well as what types of errors they tend to penalize more harshly),
 - thoroughly review and evaluate your submissions in a timely manner (in less than 5 days for most assignments), and
 - provide constructive feedback that indicates the strengths and weaknesses of your work and provides suggestions on how you can improve your performance on future assignments.
- Advocate for your success as a learner and help guide you toward successful completion of the course activities and most importantly, attainment of the course learning outcomes.

Accommodations (Disability Services)

The Office of Disability Services supports the institutional commitment to diversity by providing educational opportunities for qualified individuals with disabilities through accessible programs and services in compliance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990. If you need reasonable accommodations due to a documented disability, contact the Office for Equity, Access, & Opportunity via email at disabilityservices@tiffin.edu or by calling 419-448-3021.

Technical Support

For Moodle support, either email moodlesupport@tiffin.edu or call the 24/7 Technical Support Call Center at 855-664-1200 (3430, Option 2, from on-campus). For non-Moodle support, contact the Tiffin University ITS helpdesk at the number above or submit a [support ticket](#).

Veterans

The Veteran and Military Resource Center assists veterans, active Military, and spouses of current service members in utilizing their education benefits. VMRC provides information regarding benefit processes and procedures, as well as support in navigating the transition from military to academic life by facilitating connections with the appropriate support services on campus. More information can be found on the Veteran and Military Resource Center website, at <http://www.tiffin.edu/va>.

Additional Support

If you need to consult an academic advisor refer to TU's [Meet the Team](#) page. For information about TU's peer tutoring program see the Murphy Center's [Tutoring Policies and Procedures](#) page.

Comments or Concerns

TU's online programs are designed to be student *driven*: to empower you with a voice and stake in your learning. Our courses feature multiple and varied ways that you can share feedback, and we invite you to become an active voice and help drive our improvement efforts. In addition to providing in-course feedback, we encourage you to submit questions or comments directly to the online team at online@tiffin.edu.