

EDAD 8145 - Seminar in Student Affairs Administration

Fall 2026 Syllabus, Section A02, CRN 44007,

Credit hours: 3

Instructor

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Public Instructor Information

Instructor Title: Associate Professor

Instructor Professional Qualifications: Ph.D., B.A.

Instructor Office Location: 330-941-3394

Course Description

8145. Seminar in Student Affairs Administration. A course that examines the foundations of the student affairs profession and the relationship of student affairs to higher education administration in light of research surrounding student growth and development during the college years. The course focuses on the opportunities and constraints for higher education professionals associated with the developmental characteristics of college-aged students. Prereq.: Admittance into the Doctoral Program in Educational Leadership or the Higher Education Administration and Leadership Certificate Program. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Student Services: A Handbook for the Profession	Torres, Jones & Schuh	
Required	Complex Cases in Student Affairs: Preparing Early Career Professionals for Practice	Ignelzi, Rychener & Mistretta	

This course will utilize the following books:

- Torres, V., Jones, S.R., Schuh, J.H. (Eds.). (2016). *Student Services: A Handbook for the Profession*. Jossey-Bass: San Francisco.
- Ignelzi, M.G., Rychener, M.A., Mistretta, M.A., Jacob, S.A. (2018). *Complex Cases in Student Affairs: Preparing Early Career Professionals for Practice*. Routledge: New York.
- Other readings as assigned

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
10/19	Torres & Jones, Ch. 4-7 Read: Death to Silos	Foundations of Student Services	Module 1 Quiz over lecture & reading (100 Points) Discussion: You are the director of student activities at a medium-sized (about 10,000 students) comprehensive institution. The vice president of student affairs asks to meet with you about a recent editorial in the student newspaper, which criticizes the multiple organizations for marginalized groups as promoting self-segregation and limiting opportunities for student growth and learning. The vice president is concerned and wants to know what your office is doing or can possibly do to address the issues raised by the editorial. What are your thoughts about these assertions, what can your office do to support students as they engage across difference, and how do you respond as an individual and as an office?
10/26	Torres & Jones, Ch. 9-14	Theoretical Bases of Student Services	Module 2 Quiz over lecture & reading (100 Points) Discussion: Read Ch. 24 of the Case Study Text (Ignelzi, et. al. 2018) titled Helping Students, Setting Professional Boundaries in an Unsupportive Environment. With this module's lecture and text reading in mind, respond to one of the question prompts at the end substantively. Reply to at least two other responses from your classmates. Make sure you cite the lecture/text at least once in either your initial post or your reply.
11/2	Torres & Jones, Ch. 15-20 + 24 View this video on Leadership	Leadership, Management & Student Affairs	Module 3 Quiz over lecture & reading (100 Points) Discussion Read Ch. 15 of Case Study Text (Ignelzi, et. al.) titled Keep them on campus: The unintended consequence of a residence hall policy. With this module's lecture and text reading in mind, respond to one of the question prompts at the end substantively. Reply to at least two other responses from your classmates. Make sure you cite the lecture/text at least once in either your initial post or your reply.

11/9	Torres & Jones, Ch. 22-23 + 25-26	Competencies & Techniques Part I	Module 4 Quiz over lecture & reading (100 Points) Discussion Maria is embarking on her second year as the assistant director of new student and family programs at a large, public, research university. She supervises three graduate assistants (GAs) who are studying student affairs and higher education. The first is in her second year of graduate study and wants to work in orientation and the second, also in his second year, wants to work in a dean of students office. The third GA is just starting in the graduate and has no specific career objectives yet. Maria also inherited two administrative assistants. One has been in her position for only a year and the other has worked in the office for more than twenty years and is two years away from retirement. Have a discussion with the administrative assistant in the office who is two years from retirement that lays the groundwork for separation from the office.
11/16	Torres & Jones, Ch. 27-31	Competencies & Techniques Part II	Module 5 Quiz over lecture & reading (100 Points) Discussion Read Ch. 19 of the Case Study Text (Ignelzi, et. al. 2018) titled Swept Away by an International Student Crisis. With this module's lecture and text reading in mind, respond to one of the question prompts at the end substantively. Reply to at least two other reponses from your classmates. Make sure you cite the lecture/text at least once in either your initial post or your reply.
11/23	Torres & Jones, Ch. 32-33	Laying Foundations for the Future	Module 6 Quiz over lecture & reading (50 Points) Discussion Read Ch. 14 of the Case Study Text (Ignelzi, et. al. 2018) titled Student Conduct: Inclusion for Student Organization & Students with Disabilities. With this module's (and last module's) lecture and text reading in mind, respond to one of the question prompts at the end substantively. Reply to at least two other reponses from your classmates. Make sure you cite the lecture/text at least once in either your initial post or your reply.
11/30		Applying Theory to Practice: Case Studies	Student Affairs Case Study Write-up (330 Points)

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.