

EDCP 789L - PROFESSIONAL ISSUES
Fall, 2003

Section 0101
Tuesday, 2:00-4:00 PM

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Purpose of the Class:

This second year doctoral seminar is designed to identify and explore critical professional issues which will influence practice and which may be shaped by informed practice; to continue critical thinking and intellectual inquiry; to candidly discuss those controversial issues of importance to higher education and student affairs; and to continue to connect students with each other, the profession, and the CAPS program.

Readings:

"The Chronicle of Higher Education" (Weekly)
Handouts

You are asked to bring to class any articles or other materials that you believe will be of interest to the class and/or could stimulate discussion.

Other readings, as assigned

Individual Responsibilities:

1. Come prepared to participate: discuss, reflect, think and debate.
2. Topics of the Week: Each week we will begin class with any topic that might be currently relevant or of immediate interest. You should be prepared to bring to class any relevant information that might assist in the Topics of the Week. You may even bring real or hypothetical case studies with which we can work.
3. Identify a CONTROVERSIAL issue of interest to you and of interest to the higher education community which is or could be influenced by student development principles. Write a "point of view" paper, taking a position on your issue. Use no or minimal references; appeal to the diversity of higher education; and show awareness of other legitimate perspectives in making your points (piece should be 6-10 double spaced typed pages).

Include in your paper the identifiable trends, events, and issues that led to the controversy inherent in the issue that you have identified. Show how these trends

wove together to influence this issue. Support the connections that you are postulating. Read related original sources where possible.

Set forth a plan of action for how higher education might deal with this controversial issue in the future. Project the implications of the issue; set forth acceptable options; and present a recommended direction, or directions, pertaining to your issue, along with a supporting process of how to reach the desired outcome.

Your paper will be discussed by the other members of the class, each of whom should be given a "reader role" that you assign them. For example, you may ask one to react as a University President might do so, or a Faculty member, or a student, or a state legislator, etc. You will present the paper verbally to the class for defense.

You will be expected to discuss and defend your position with regard to the issue you have set forward.

4. You will be expected to read the papers of other members of the class and assume a "role" in reacting to and questioning the presentation of other papers. To do so, you will be expected to do outside reading with regard to the "role" you have been assigned so that you can knowledgeably discuss the various points of view on the controversial issue.

With regard to both your paper and those of other students in the class, you might find it helpful to:

1. Review materials from another disciplines (eg, sociology, anthropology, psychology, government) with implications for higher education, student affairs, or college students.

2. Study the popular press to spot the evolution of issues as portrayed by the media. What issues emerge? What meaning can you bring to those issues that provide a helpful perspective?

3. Trace current issues back to their salient roots. What paradigm shift might give us a new view of this issue in the future?

4. Define a current issue from the vantage point of multiple interest groups. Identify the relevant perspectives of those groups, identify their assumptions, perspectives, points of conflict & tension hindering resolution. Identify resolutions with which opposing sides can live.

Possible Seminar Topics for Classroom Discussion:

The class will identify discussion topics in advance of future seminars meetings. Everyone will be expected to research the topic as much as possible for informed classroom discussion. In some cases, we may ask outside resources to attend class for the purpose of stimulating the discussion. Possible Seminar Topics include:

Academic Freedom: Is the concept as relevant as it once was? How do politicians react to controversial professors? Is academic freedom consistent with being politically correct? Is academic freedom and tenure an excuse for inferior teaching and research?

ADA: What is the impact of the Americans with Disabilities Act on higher education? How does the campus respond? How does higher education meet the increasing needs of people with disabilities with decreasing financial resources? How does the campus address the increase need of the Learning Disabled and the Psychologically Disabled?

Affirmative Action: What is the future of Affirmative Action in light of the recent Supreme Court decision regarding the University of Michigan? If you could design a perfect plan for affirmative action, what would it look like?

Budget Cutbacks: What is the impact of a fluctuating economy on higher education? How much higher can tuition go? How should financial aid be allocated - full ride or many partial rides? How does student affairs compete with academic affairs for precious resources? What is the impact of greater financial accountability? What happens when financial pressures require reductions in classroom offerings?

Campus Politics: Do they exist? Do they matter? How do they impact the mission of the institution? How do they impact the allocation of financial resources? Do campus politics affect student affairs differently from academic affairs?

Changing Campus Climate: How should we react to the changing demographics? How can we use technology to improve the delivery of our services?

College Students: Are they adults? Should the campus go back to in loco parentis? How should the campus react to legal adults who can't drink alcohol? Do they want to be spoon fed, or do they have inquiring minds in 2003?

Community Service: What is the connection with higher education? How does it impact our campuses? How should a campus begin to react? What should be short-term vs. long-term goals?

Continuing Education: Is there any role for Student Affairs

with the growth of continuing education programs, distance learning or satellite campuses? If so, what is it?

Creating Community: Can it be accomplished? What is it? How do we do it? What are the differences in small/large and public/private campuses. What does the Carnegie study "Campus Life: In Search for Community" say to us?

Crime on Campus: Is it greater than in society in general? How do we take societal causes for crime and learn to address them on the campus? Does dealing with undergraduate campus crime demand punishment or counseling?

Cultural Diversity: Peter Gomes asked "Is cultural diversity a way for white folks to throw a bone to black folks without pissing off white folks?" Is he correct? What is it we wish to achieve with cultural diversity? What is the role of Student Affairs in pushing cultural diversity with students?

Ethical Dilemmas: What are some of them and how do we react?

Exploitation of Student Athletes: Is it happening? What can be done? What is the proper balance between athletics and academics? Is athletics a business? To what degree does race play a part in exploitation?

FERPA: What will be the impact of recent regulations and court decisions on the ability of administrations to handle student issues of discipline, alcohol use and parental notification.

Fraternity/Sorority: Is it relevant? Does it have a purpose in higher education in the next century? How should/could it be changed? How does the community deal with issues such as alcohol use, hazing, discrimination, and the "white" groups vs. the "black" groups.

Freshmen/Seniors: Do they have special needs? If so, how does the campus address them? Does the curriculum take into account different maturity levels? How do programs such as Freshman Focus and College Park's Theme Book contribute to the educational development of students?

Fundraising: Should this be a priority for student affairs? To what degree do we in student affairs "own" prospects? What programs might be developed to "set up" students for future fundraising efforts? Is this ethical?

Future of Student Affairs: What does the crystal ball say? What are the factors influencing our future? Are we still relevant? What functions comprise "Student Affairs" and should that be a factor in determining the future of the

profession?"

Gay Rights: What is the impact of the recent Supreme Court decision on the campus environment? On students? If gay marriage becomes legal, how does it impact our policies, procedures, and benefits?

Graduate Students: What special benefits should the campus give to graduate students? Should an Assistantship be guaranteed? Should they be paid salaries that are equivalent to professional staff? Should graduate assistants for whom English is not an accomplished language be allowed to teach? Should graduate students be unionized?

Hate Crimes: How do we respond to hate crimes on campus? Are there different kinds of hate crimes? What is the role of the internet? How can we be proactive to prevent hate crimes? What can be the relationship between terrorism and hate crimes? Are we aware of the true magnitude of hate crimes?

Hispanics, Asians, and other Minorities: To what degree are we meeting the needs of these groups? What future pressures will there be? Do we treat these groups the same as we do those against whom discrimination is historically based.

Homosexuality in our Profession: Is this a concern? Does it matter? How do people outside of our profession (students, faculty, parents, etc.) react, fairly or not? Do openly homosexual professionals lose their effectiveness? Does it impact on politicians? Should partners be afforded the same benefits and rights of married persons?

Leadership: Is there a way to reach the masses or is it something for which we should use extensive resources to reach a few? Is it an important issue to higher education or only to student development specialists? Could this be a new "specialty" area for student affairs? Should we be teaching civic responsibility?

Liberal Education: Should we be moving toward a more open, liberal education or toward a more limited, specialized one?

Off-Campus Behavior of Students: Does the institution have any authority or responsibility over the off-campus behavior of students? Is there a place for the "kindly old Dean"? Should the institution help businesses collect outstanding bills from student groups?

Organizational Issues: What departments or services should be in a Division of Student Affairs? What type of structure works best for both a campus and a Division of Student

Affairs? Are extensive staff positions needed in most organizations? How can technology be used to replace people? How do we survive in tight financial situations?

Privatization: Can we in Student Affairs benefit from privatizing some or all of our operations? If so, which ones are most suitable to doing so? Is it our call, or are institutions and politicians going to set the agenda? To what degree is privatization a slippery slope?

Professional Organizations: Do we need them? What is their future? Should ACPA and NASPA merge? Do they enhance an individuals professional opportunities? Should one be involved as a graduate student?

Prolonged Adolescence: Are students today more or less mature? Do even older students exhibit typical adolescent behavior into the mid-20's? What impact does that have upon Student Personnel professionals?

Retention: Why the national interest in retaining students? Is it another trend? What are the complexities of addressing this issue? Is the real issue Admissions? Are the challenges retaining minority and transfers greater than for other students?

Separatism or Integration: To what degree should the institution promote and/or support the search of African-American students for their racial identity? What about other minorities? How far should higher education go in promoting racial identity? What about the backlash of ideas such as "white student unions?" What is the future of Race-Based Scholarships?

Special Interest Programs: Is there still a place for women's and minority courses? Majors? Should we expand them? Are they worth the cost in an environment of shrinking resources?

Speech Codes: Are they good ideas or only politically correct reactions? What do the courts say? What might they say?

Spirituality and Religion: In 2003 is there a place for institutionalizing meeting the spirituality needs of students? What about the separation of church and state? Do times of crisis make it more important that we address this issue?

Student Activism: Are students in 2003 returning to the "good old days?" Should we teach students how to use activism to implement change? What is the role of Student Affairs

professionals in helping students be "better" activists? To what degree does the current international situation and terrorism contribute to political unrest on campus?

Student Affairs and Academic Affairs: What is the relationship? What should be the relationship? How do we in Student Affairs promote cooperative programs? Are we co-partners or just supporting players?

Student Development Theory: Is Student Development Theory needed and relevant today? Is it currently used in the field? Should it be the main focus of training for student affairs professionals?

Supervision: How do we do it effectively? What types of accountability are in place for supervisors? What are the rights of employers and employees? What are the various issues involved in being a good supervisor?

Technology: What role does technology play in the future of higher education? In Student Affairs? What level of knowledge should Student Affairs professionals possess to be effective? How do we react to how students are using technology? Is there such a thing as internet addiction?

Town-Gown Relations: What are the rights and responsibilities of both the University and the City? Should students be allowed to participate in City government? Whose "people" are students? Should the University handle civil issues on the campus? Should the University provide essential services like police when a City can't?

Unionization: What is the future of unionizing campus staff, faculty and graduate students? Is it a Pandora's Box? Who benefits from a strong union? Who suffers? Should students be unionized?

OTHER TOPICS: Anything that you would like to add?