Student Affairs in Colleges and Universities

I. Course Description

This course is designed to provide students with knowledge of the field of student affairs, its role and function in college student development, and its fit with the academic program. This course is also intended to provide students with an understanding of the purposes and historical development of student personnel programs, the administrative structure of student affairs division in two or four year colleges, and the instructional units that fulfill the student services function.

II. Rationale

Though the major focus of a college education is to obtain a degree, most of a college experience is outside the classroom. Students participate in a number of activities that are not necessarily academically related, such as athletics, clubs, Greek life, and social groups. They also are involved in getting housing, dealing with finances, and learning and adhering to campus policies and procedures. Student affairs is the major division of a college or university that interacts with students in non-academically related activities and often activities tied to formal academics. Thus, for faculty, administrators, staff, and stakeholders it becomes important that they know the role of student affairs as well as theories, functions, and purposes behind it in order to provide a more successful campus environment.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. Course Objectives/Learning Objectives

- Analyze how student affairs offices compare in effectiveness of services across Carnegie classifications.
- Synthesize research articles in the field of student affairs by summarizing key aspects of empirical investigations.
- Interpret information from a student affairs professional according to major concepts in the field.
- Express key concepts during discussions with accuracy.
VI. Course Topics

- **Historical Roots**: Student affairs is grounded in a rich tradition of student/institution interaction. Knowing its background provides a foundation for how both student affairs and institutions operate the way they do in many instances.
- **Professional Foundations & Principles**: The practice of student affairs is governed by standards set forth by governing bodies, the field of study, and legal parameters.
- **Theories of the Profession**: Theories explain actions. As a profession, much of action of student affairs can be understood according to the theories that it embraces.
- **Organizing and Managing**: As a non-academic unit within a college or university, student affairs must be accountable to the larger enterprise.
- **Competencies and Techniques**: Because student affairs bridges the enterprise, it has a responsibility to deal with the complexities of society.
- **Student Success**: Ultimately, an institution is responsible to promote student success. Each institution differs in its approach to student success based on student and regional demographics, institutional mission, cultural milieu, and political influences.

VII. Instructional Methods and Activities

- **Lectures**: The purpose of lecture is to develop conceptual structures about a subject matter.
- **Discussions**: The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.
- **Case Studies**: Real life situations in a safe environment provide introductions to problems to be solved.
- **Workshops**: Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.

VIII. Evaluation and Grade Assignment

- **Readings**: Required reading is from two texts. The chapters and due dates are listed below in the section on Syllabus (course outline).
- **Some Guidelines for All Written Assignments**:
  a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.
  b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.
  c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.
  d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.
  e. Here are some keys for writing.
1) Punctuation goes inside quotation marks. For example: Much of the business of student affairs is no longer “auxiliary to academics but must demonstrate how its role contributes to student learning,” according to Evans (2009, p. 481). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts in separated by commas. For example: Marshall (2006) indicated a student affairs professional should have training in general content knowledge, specific job content knowledge, communication skills, general sociological and psychological education. If there is a series that requires colons and semi-colons for clarification the format is as follows. There are four major areas in which student affairs professional should be trained: (a) general content knowledge; (b) specific job content knowledge; (c) communication skills; and (d) general sociological and psychological education (Marshall, 2006). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: Oberlan (2005) found that students who are successful in college adapt to the environment more readily than those students who struggle.

3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Hadle and Jamison (2005) discovered social adaptation and time management contribute to persistence. An alternative to this is format is: Social adaptation and time management contribute to persistence (Hadle & Jamison, 2005). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Only use authors’ first and/or middle initials in the reference page and never in the body of the paper. This is incorrect: …limited revenue (Hadle, K. B., & Jamison, R. D., 2005).

6) Never use language such as: In the article “Academics and Social Interaction: Predictive Behaviors for Degree Attainment,” from the Journal of Student Success, Kevin Stephenson (2003) examined the academic and social interaction factors that correlate to students persisting to degree attainment. The proper structure is: Stephenson (2003) examined the academic and social interaction factors that correlate to students persisting to degree attainment.

f. Only scholarly and professional material is to be used for support and examples. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.
h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it.

i. Do not write an abstract as that is for research manuscripts.

1. **Student Affairs Comparisons:** This is 4-5 page paper worth up to 100 points that compares the role of student affairs at colleges and universities across three Carnegie classifications: (a) doctoral granting or research level; (b) master’s level; and (c) baccalaureate level or associate level (2-year institution). ([http://classifications.carnegiefoundation.org/descriptions/basic.php](http://classifications.carnegiefoundation.org/descriptions/basic.php)). The paper must meet the following criteria:

   a. **Introduction:** Provide a short paragraph to give the background of the topic that establishes the context of the paper. The final sentence of the introduction is to state the purpose of the paper. This section of the paper is worth up to 10 points.

   b. **Descriptions:** This section of the paper describes the role of student affairs at each of the three postsecondary institutions selected for the analysis. Subheadings can be used for Doctoral Granting; Master’s Level; and Baccalaureate Level. Each one should provide an overview of the role that student affairs serve at each of the institutions. Each description should be approximately one paragraph. This section of the paper is worth up to 30 points (10 for each section).

   c. **Comparisons:** This section of the paper analyzes the role of student affairs across the three institutions. Analysis and support must include references from the Komives and Woodard text. Other citations from scholarly and/or professional sources are encouraged. This section of the paper is approximately 1 ½ to 2 pages in length. It is worth up to 50 points. Comparative work should address the following:

      i. How are their values similar and/or different?
      ii. What differentiates their theoretical bases?
      iii. How do they distinguish their identity with programs and services?
      iv. What competencies are important to them?
      v. Overall, which institution presents itself as a more competent division of the college or university than the others and why?

   d. **Conclusion:** This section of the paper summarizes the major points made in the paper and reiterates the purpose of the paper. This section of the paper is worth up to 10 points.

   e. **References:** This section of the paper provides an APA listing of all references used in the paper, including college and university sites, the Komives and Woodard text, as well as any other resources. This section of the paper is worth up to 10 points.

2. **Three Article Reviews:** There are two article reviews worth 50 points each for the course. Each article must be a research article on some aspect of student affairs. Research articles can be qualitative or quantitative studies in which the researcher provides the purpose of the study, a literature review, method, results, and discussion. Each review is to be no more than 2 pages in length of text and meet the following criteria:

   a. **Introduction:** This is a short paragraph and describes the general intent of the article. This is followed by a purpose statement for your paper. This section of the paper is worth up to 5 points.
b. **Purpose of the Study**: This section of the paper relates the purpose of the study and the issues that gave rise to it. An empirical investigation is based on some problem or deficiency in the area of interest. Researchers use this to justify why it is important to investigate the issue further. Provide an overview of this followed by the researcher’s purpose for his or her study. This section of the paper is to be one paragraph and worth up to 10 points.

c. **Literature Review**: This section of the paper reports the function of the literature. It does not summarize the literature but analyzes its effectiveness. For example, how does it give background information? How does it lead to a theoretical framework? How does it lead to the problem statement? How does it show deficiencies in the literature? Is it a combination of these? This section of the paper is one paragraph and is worth up to 10 points.

d. **Major Findings**: This section of the paper describes the major results of the study. It explains the most important outcomes based on the study. This section is two paragraphs and worth up to 10 points.

e. **Contributions to Student Affairs**: This section of the paper relates to how the information contributes to the field of student affairs. It assesses how important this information is to the field. In other words, how valuable is this information to student affairs professionals? This section of the paper is one paragraph and worth up to 10 points.

f. **Conclusion**: This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 5 points.

3. **Final Project—Student Affairs Interview**: The final project involves an interpretation of key concepts from the course material as applied to an interview of a student affairs professional. The person must be associated with some aspect of student affairs and may be a VP, a director, or other administrator. You will explain to the person that this interview is for a course project and not for research. Assurances are to be given that his and her name is not reported and no other descriptors are related to where he or she can be identified or his or her institution is identified. The paper is to be no longer than 5-6 pages of text and contain the following sections:

   a. **Introduction**: This section conveys the context of the interview and ends with the purpose of your paper in one short paragraph. This section is worth up to 10 points.

   b. **Student Affairs Professional**: In one paragraph provide a description of the student affairs professional who was interviewed. This should give a very good sense of who this person is and what he or she does. No name or other identifier is to be given for either the person or institution. Simply describe the person’s job title, job description, and experience. You may want to give a pseudonym to the person, such as Dr. Student Friendly, or Director Dud, or VP Expert. The point is you choose how you want to represent the person. This section of the paper is worth up to 10 points.

   c. **Interview**: In this section, you can ask questions that you think are important to student affairs according to your interests. Keep in mind, though, that this is not a reflective piece, but must have a scholarly tone to it. Describe the results of your interview. You should ask questions relevant to the person’s position and the field of student affairs. These may include a variety of issues, such as: How has student affairs changed over the past 20 years? What are the most demanding requests that students have in today's world? How do graduate students differ from undergraduate students with respect to student affairs services? What is the most devastating issue you have ever dealt with? How does student affairs integrate with academics? If you wanted everyone to know one thing about student affairs that would make your job easier, what would you want them to know? The idea is to be creative and insightful. This section of the paper is to be 1-2 pages and is worth up to 30 points.
d. **Analysis:** In this section of the paper, examine how the answers to the interview relate to the theories, concepts, ideas, and information found in the texts for the course. Demonstrating a relationship to other scholarly or professional information is encouraged. Use the concepts from the texts to support and/or critique the ideas related by the interviewee. This section of the paper is to be 1-2 pages and is worth up to 50 points.

e. **Recommendations:** This section of the paper expresses 2 recommendations for improvement to student affairs. Based on the interview, extrapolate what could be improved in the area of student affairs. For example, if you were to give two recommendations to a VP of Student Affairs based on the interview, what would you tell him or her? The recommendations must be feasible and specific. Explain why this is important and provide support from the literature. This section of the paper is two paragraphs and worth up to 30 points.

f. **Conclusion:** This section of the paper summarizes the major points made and reiterates the purpose of the paper. This section of the paper is one short paragraph and is worth up to 10 points.

4. **Discussions and Class Participation:** It is expected that scholarly and professional contributions are made during all class sessions for interaction, whether sessions are formal discussions, informal interaction, class activities, or online interaction. Classroom participation is worth up to 100 points and online discussion is worth up to 160 points.

**Online, Asynchronous Discussion:** There are several discussion topics over the entire course. They begin on Wednesdays and go through the following Tuesdays. It is important that you engage in the discussion frequently and begin your postings no later than Fridays. The total of discussion assignments is worth up to 160 points. There are no online discussions the weeks that we meet on campus.

<table>
<thead>
<tr>
<th>Not Satisfactory</th>
<th>Introductory</th>
<th>Practiced</th>
<th>Skilled</th>
<th>Total 160</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Knowledge</strong></td>
<td>Inadequate</td>
<td>Demonstrates some understanding of the topic with little reference to course material.</td>
<td>Relates major concepts of the topic with solid reference to course material.</td>
<td>Identifies specific, relevant concepts of the topic with reliance on course material as well as additional information.</td>
</tr>
<tr>
<td>Points</td>
<td>0-18</td>
<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
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<tr>
<td><strong>Thinking Skills</strong></td>
<td>Inadequate</td>
<td>Identifies a position that is somewhat related and support is evident.</td>
<td>Identifies a relevant position to the topic and demonstrates some support for it.</td>
<td>Contributions skillfully apply concepts from course and related material to build and support a position.</td>
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<tr>
<td>Points</td>
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<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
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<tr>
<td><strong>Scholarship</strong></td>
<td>Inadequate</td>
<td>Alludes to sources and/or support is weak.</td>
<td>References to sources and/or support are evident.</td>
<td>Cites sources directly and uses them for strong support of perspectives.</td>
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<tr>
<td>Points</td>
<td>0-18</td>
<td>19-27</td>
<td>28-35</td>
<td>36-40</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Inadequate</td>
<td>Remains on mostly topic, dealing mainly with the</td>
<td>Remains on topic, alluding to additional material.</td>
<td>Expands the issue, bringing in additional relevant perspectives.</td>
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<tr>
<td>Points</td>
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<td>19-27</td>
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</table>
Discussion Guidelines:

- The discussions begin on Tuesdays and go through the following Mondays.
- Contributions to the discussion are to be posted early and often, however there is no set number. Since this is a discussion, only posting one or two times leaves little room for interaction and suggests that your postings are only to address the questions posed for the assignment and not interaction with others. The questions provide a basic framework to explore more deeply the concepts, theories, ideas, philosophies, and implications surrounding them. So, the discussion should move beyond the basic questions.
- During discussions you should be building a position and supporting it from a perspective that guides the issues and when appropriate with scholarly and professional literature. You must have at least one posting that uses support from scholarly and professional literature. Other posts may be based on your experience, expertise, and opinions as long as you support it. For example, it is not appropriate just to state something like, “The education system is broken and needs to be fixed.” The statement is acceptable only to the extent that you provide support for why you believe it.
- Use your experience, knowledge, background, and scholarly and professional literature to address the questions and advance the discussion. Although experience, knowledge, and background (and opinions) are welcome and should be used as examples, illustrations, and clarifications, they are not the basis for advanced work in a doctoral program. Therefore, it is imperative to use the material as support where needed. When citing scholarly and professional material, APA format is to be followed. References are to be provided at the bottom of a post when cited in the text of your responses.
- Run spell check. Or, type your response in Word then copy and paste it into the discussion. Be careful to double check your postings when you do this because sometimes additional characters show up in the transfer.
- Interaction is to be on a professional level, which also includes standard English language protocols. Absolutely no “texting” language, for example: ur for “you are”; btw for “by the way”; G2CU for “good to see you”; or anything else found on the list from the following link or texting language invention. An occasional LOL (laugh out loud) is okay, though. Frankly, some things are just too funny not to reply without an occasional LOL. [http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html](http://www.innocentenglish.com/news/texting-abbreviations-collection-texting-slang.html)
- Do not use second person pronouns, such as you, your, yours, unless the information is directed to a specific person. They do not apply in this type of professional interaction as they are too informal. See the APA manual as well for how “you” can be used in specific instances.
- Responses are to be education related. People may have different backgrounds, however, this is an education course and input must be within this field of study, or related to it.
Sometimes responses prompt personal discussions. Personal discussions are to be done at a different setting and not to be conducted during the discussion.

Sometimes responses trigger related topics and these should be explored when relevant to the main topic.

This is a discussion, not a paper. So, thoughts, ideas, perceptions, and building a position often develop throughout the course. Please do not provide lengthy posts, again, as this is not a paper. It is important to be succinct, precise, and direct, as well as strong with support (all skills applied to the dissertation).

Discussions will be assessed according to intellectual contributions based on relevance to the material and advancement of scholarly thought. A rubric has been provided in this syllabus and will be the basis for assessment. APA, appropriate grammar, syntax, and punctuation will also be considered.

All papers are to be submitted via email to: randall.bowden@tamucc.edu. It is due no later than midnight on the assigned date.

Assignment Summary

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<tr>
<th>Assignments</th>
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<tr>
<td>Student Affairs Comparison</td>
<td>110</td>
<td>9.26.12</td>
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<tr>
<td>Article Review 1</td>
<td>50</td>
<td>10.17.12</td>
</tr>
<tr>
<td>Article Review 2</td>
<td>50</td>
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</tr>
<tr>
<td>Article Review 3</td>
<td>50</td>
<td>11.14.12</td>
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<tr>
<td>Final Project—Student Affairs Interview</td>
<td>140</td>
<td>11.28.12</td>
</tr>
<tr>
<td>Discussions &amp; Participation</td>
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<td>Continual</td>
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<tr>
<td>Online discussions</td>
<td>160</td>
<td>Continual</td>
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<tr>
<td>Total</td>
<td>660</td>
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Grading
90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F
### IX. Course Schedule and Policies

#### A. Course Schedule

**Required Reading**

- **SJ** = *Student Services* text by Schuh & Jones
- **KE** = *Student Success* text by Kuh et al.

**Meetings**: CL = In class on campus; OL = Online—Blackboard

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
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</thead>
<tbody>
<tr>
<td>8.22 CL</td>
<td>Syllabus review; Introduction to Student Affairs</td>
</tr>
<tr>
<td>8.29 CL</td>
<td>History &amp; Contemporary Context</td>
</tr>
<tr>
<td></td>
<td><em>SJ Chapters 1, 2 &amp; 3</em></td>
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<tr>
<td>9.5 CL</td>
<td>Professional Foundations</td>
</tr>
<tr>
<td></td>
<td><em>SJ Chapters 4 &amp; 7</em></td>
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<tr>
<td>9.12 OL</td>
<td>Theoretical Foundations</td>
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<td></td>
<td><em>SJ Chapters 8, 9, &amp; 10</em></td>
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<td>9.19 CL</td>
<td>Program Organization &amp; Management</td>
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<tr>
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<td><em>SJ Chapter 15</em></td>
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<td></td>
<td><em>SJ Choose one: Chapter 16, 17, or 18</em></td>
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<td>9.26 OL</td>
<td>Competencies &amp; Techniques</td>
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<td></td>
<td><em>SJ Chapters 19, 22, 23, &amp; 27</em></td>
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<td>~<em>Student Affairs Comparison paper due</em></td>
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<td>10.3 OL</td>
<td>Student Engagement &amp; Conditions</td>
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<td></td>
<td><em>KE Chapters 1 &amp; 2</em></td>
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<td>10.10 CL</td>
<td>Student Learning</td>
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<td><em>SJ Chapter 11</em></td>
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<td></td>
<td><em>KE Chapter 3</em></td>
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<td>10.17 OL</td>
<td>Environments &amp; Student Success</td>
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<td><em>SJ Chapter 14</em></td>
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<tr>
<td></td>
<td><em>KE Chapters 4 &amp; 5</em></td>
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<td></td>
<td>~<em>Article Review 1 due</em></td>
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<td>10.24 OL</td>
<td>Improvement &amp; Responsibility</td>
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<tr>
<td></td>
<td><em>KE Chapters 6 &amp; 7</em></td>
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<tr>
<td>10.31 OL</td>
<td>Academic Practices</td>
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</table>
KE Chapters 8 & 9
~Article Review 2 due

11.7 OL Interaction & Educational Experiences
KE Chapters 10 & 11

11.14 CL Campus Environment
KE Chapter 12
~Article Review 3 due

11.21 No meeting—Thanksgiving

11.28 OL Future of Student Affairs
SJ Chapters 29 & 30
KE Chapter 13
Final Project Due

B. Course Policies

Attendance/tardiness: It is expected that you attend every class session and are on time.

Late work: No late work is accepted except for extenuating circumstances approved by the instructor.

Extra Credit: No extra credit work is provided.

Cell Phone/Electronic Device Usage: Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

Academic Integrity/Plagiarism.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in and “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, November 2, 2012 is the last day to drop a class with an automatic grade of “W” this term.
**Required methods of scholarly citations:** APA 6th Edition

**Classroom/professional behavior**

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

**Grade Appeals***

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS
X. Textbooks


ISBN: 0-7879-7914-7 (alk. paper)


Recommended or Supplemental Reading:

- The Council for the Advancement of Standards in Higher Education (CAS) http://www.cas.edu/
- CAS Resources http://www.cas.edu/index.php/resources/. Look at:
  - CAS Handout
  - Ethical Statements
  - Bibliography
  - Assessment Links

XI. Bibliography


consumption among college students on game day. *Journal of American College Health*, 58(5), 413-423.


Holley, K. (2009). Providing academic and support services to students enrolled in online degree programs. *College of Student Affairs Journal*, 28(1), 103-123.


Servaty-Seib, H. L., Taub, D. J. (2008). Training faculty members and resident assistants to respond to bereaved students. *New Directions for Student Services, 121*, 51-62.


