Course/Learning Goal: 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 affairs division in two or four year colleges, and the instructional units that fulfill the student services function.

Rationale: Though the major focus of a college education is to obtain a degree, most of a student’s college experience takes place outside the classroom. Students participate in a number of activities that are not necessarily academically related, such as athletics, student organizations, Greek life and, among others, social groups. They are also 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 all students with an inclusive campus environment that targets their success.

Competency Based Learning Objectives:

The course goal will be achieved by addressing the following competency based learning objectives:

1. The student affairs professional knows how to utilize the historical perspectives to address problems and practices within contemporary issues found at institutions of higher education.

2. The student affairs professional knows to act with integrity, fairness and in an ethical manner in order to promote the success of all students.

3. The student affairs professional knows how to articulate and apply theoretical models to the operation of more effective service units.
4. The student affairs professional knows how to work with various individuals to envision, plan, and effect change on an administrative level.

5. The student affairs professional knows how to recognize and utilize various organizational structures inclusive of technology.

6. The student affairs professional knows how to engage in strategic planning utilizing synthesis of current themes and issues in student affairs.

7. The student affairs professional knows how to apply active research strategies to address critical issues of need.

**CPED Principles:**

**Principle 1:** Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

**Principle 2:** Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

**Principle 4:** Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.

**Principle 5:** Grounded in and develops a professional knowledge base that integrates both practical and research knowledge that links theory with systemic and systematic inquiry.

**Principle 6:** Emphasizes the generation, transformation, and use of professional knowledge and practice.

**Text/Resources:**


**Course Format**

Given the broad scope of topics to be covered, this seminar course will rely heavily on extensive reading as well as instructor facilitated and student-led critical discussions. Specifically, critical dialogue will require students to engage in analytical discussions that synthesize course readings with current events via case studies, critical online dialogue, personal experience as well as research-based evidence.

**Unit Topics**

1. Historical Context
2. Professional Context
3. Theoretical Bases of the Profession
4. Organizational Aspects of Professional Practice
5. Essential Competencies
VI. The Future

GRADING AND COURSE REQUIREMENTS

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are four different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Reflection</td>
<td>30</td>
</tr>
<tr>
<td>2. Discussion Post</td>
<td>20</td>
</tr>
<tr>
<td>3. Student Engagement Program Profile</td>
<td>30</td>
</tr>
<tr>
<td>4. Original Student Success Theory</td>
<td>70</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

**NOTE:** You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. Extenuating circumstances will be evaluated on an individual basis.

GRADES

Final grades will be assigned as follows:

For a grade of:

- “A” At least 135 total points
- “B” An accumulated point total between 120 and 134
- “C” An accumulated point total between 105 and 119
- “D” An accumulated point total between 90 and 104
- “F” Any point total 89 and below

COURSE ASSIGNMENTS/REQUIREMENTS

1. PERSONAL REFLECTION 30 points

An integral component of the transmission of new knowledge is the need to critically reflect on the course content via your experiences. In addition to including an introduction and conclusion to this assignment, it is critical for you to reflect and effectively address the following: 1). Information pertinent to your background (e.g., ways in which you identify, family, status, etc.); 2). Information pertinent to your educational background (e.g., where you attended, why you chose to attend those institutions, degrees earned); 3). Information pertinent to your experience or lack thereof utilizing services offered by student affairs professionals throughout your postsecondary educational journey; 4). Information pertinent to your thoughts in regards to the needs of college students today (e.g., outside the classroom context); 5). Identify and offer a rationale for a minimal of three areas of improvement for colleges today as it relates to the student affairs profession. **NOTE:** This assignment does NOT require references as this paper should be a reflection of your thoughts on the aforementioned queries.
Paper must be 1.5-2 single-spaced pages in length, succinctly written, contain no more than a total of one grammatical error. Include your name on the top left hand corner of the paper. You must submit your assignment via BlackBoard under the Course Content folder with the respective due date. Papers submitted after the due date and time will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix B) for further details regarding this course activity. **Personal Reflection is worth 30 points.**

2. **DISCUSSION POST**

This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings **AND** respond to a classmate’s response by 6:00pm on May 18. Discussion posts should be a minimal of 300 words for each response (both initial response to instructor question** AND response to classmate). Failure to post before the assigned deadlines result in the automatic forfeit of ALL points for that week. I encourage you to be thoughtful in your responses so as to illustrate your comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may **not** use direct quotes from the course readings. Your response to a colleague’s post must not serve as a mere affirmation for what was shared. Rather, I encourage you make additional connections, deconstruct, and problematize assertions made. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix C) for further details regarding this course activity. **Discussion Post is worth 20 points.**

3. **STUDENT ENGAGEMENT PROGRAM PROFILE**

You will choose to profile and evaluate a student engagement program at Texas A&M University-Corpus Christi or another two-year or four-year institution. **NOTE:** You may NOT choose to profile a student engagement program within your respective office and/or associated with your professional capacity. This course component requires you to transcend your own offices and explore the student engagement programs outside your daily comfort zone. Brief requirements are noted below.

**Technical Requirements:** Please provide a 1.5-2 single-space profile (inclusive of cover sheet, references and appendix) that profiles your chosen student engagement program. Be sure to include the following: 1) Descriptive narrative of the chosen student engagement program (e.g., details, reason for program, program objectives/goals, targeted student population, to name a few); 2) Rationale that unpacks why you chose to focus on this specific student engagement program; 3) Information pertinent to the history and/or legacy of respective institution; 4). Choose and explicitly connect a minimal of FIVE concepts that we have read and/or discussed this semester; discussion should integrate literature from course readings via evidence (use APA citation style) as rationale for respective assertions/explicit connections; and 7). **Challenges for the chosen student engagement program. NOTE:** You may **NOT** use any quoted material in this assignment. Include your name on the top left hand side of the brief.

Please see the tentative calendar (Appendix A) and evaluation form (Appendix D) for further details regarding this course activity. Assignment must be submitted by the due date and time via BlackBoard in respective Course Content folder. Failure to do so will result in an automatic 10% penalty. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. **NO EXCEPTIONS. Student Engagement Program Profile is worth 30 points.**
4. **ORIGINAL STUDENT SUCCESS THEORY**  

This course requirement requires you to create an original student success theory that targets a specific student population. Given this semester’s course readings, it is clear that student development and success in college is not a process only confined within the classroom context. Rather, a plethora of factors can either contribute or impede student success. With that being said, the components for this assignment include:

1. **Identify a target student population:** Include a rationale of why you chose this student population. Justification for the student population must be rooted in research.
2. **Identify institutional type:** Identify the institutional type, according to the Carnegie Classification System, that situates your proposed student success theory.
3. **Identify components of student success theory:** Based on course readings, choose concepts/factors that you deem vital to student success. These concepts will ultimately lead to the creation of your student success theory. The purpose is to utilize research discussed throughout this semester as well as find a minimal of 5 outside peer-reviewed resources as a means to substantiate your proposed student success theory. **Note:** You are required to construct and include a visual representation of your student success theory to be included as an appendix.
4. **Identify the role of student affairs practitioners:** Within the context of your student success theory, clearly explicate what role student affairs practitioners encompass.
5. **Identify implications as a result of your student success theory:** Based on your student success theory, identify implications for student affairs practitioners on university and college campuses as it connects to your chosen specific targeted population.

**Technical Requirements:** The report, approximately 5 single-spaced pages (inclusive of references or graphic organize), should include a brief introduction and conclusion, be written in 12-point Times New Roman font with 1-inch margins, and contain no more than two grammatical errors. Report must strictly adhere to APA standards with no errors. You may NOT use any quoted material. Information should be synthesized and connected seamlessly. You must submit the final paper on BlackBoard prior to the designated due date and time. Papers submitted after the due date and time will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of all points. **NO EXCEPTIONS.** Please see the tentative calendar (**Appendix A**) and evaluation form (**Appendix E**) for further details regarding this course activity. **Original Student Success Theory is worth 70 points.**

**OTHER**

**Academic Integrity Policy**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the **American Psychological Association (APA)** available online and via their publications. This means that any substantive ideas,
phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

**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 your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* 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.

**Office of Disability Services**

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University’s educational programs. 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. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services ([disability.services@tamucc.edu](mailto:disability.services@tamucc.edu)) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services ([disability.services@tamucc.edu](mailto:disability.services@tamucc.edu)) for assistance at (361)825-5816.

**Diversity Statement**

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

**End of Semester Negotiations**

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations
about your grades. As such, there is no extra credit offered under any circumstance. Your grade in the course is a direct reflection of your engagement in your own learning process throughout the entire semester.

Grade Appeals

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 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. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

Mental Wellness

Without a doubt, the life of a graduate student is often filled with much strife when it comes to achieving balance with the multifaceted aspects of our respective lives. At times, one might feel overwhelmed, anxious, isolated, and/or lost. The aforementioned are common but please let me stress the importance of self-care for our respective mental wellness. There are many services on campus that can aid with such feelings, and I have an open door policy as well if there are any issues you wish to discuss so that I can advise you to seek appropriate help on campus. At the end of the day, the most important aspect of graduate school life is to proactively practice self-care as preservation for our respective mental wellness.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
## APPENDIX A
### TENTATIVE CALENDAR

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| May 15    | Introduction and Course Overview/Expectations  
**Part I: Historical Context**  
Schuh, Jones, & Torres-Chapters 1,2,3  
[WebEx Class: 6:00-9:00pm] |
| May 16    | **Part II: Professional Context**  
Schuh, Jones, & Torres-Chapters 4,5,6  
[DUE: Personal Reflection Paper by 3:00pm] |
| May 17    | **Part III: Theoretical Bases of the Profession**  
Schuh, Jones, & Torres-Chapters 8,9,10,11 |
| May 18    | **Part III: Theoretical Bases of the Profession**  
Schuh, Jones, & Torres-Chapters 12,14,15  
[Due: Discussion Post; Response to Professor’s & Colleague’s Post by 6:00pm]  
[WebEx Class: 6:00-9:00pm] |
| May 19    | **Part IV: Organizational Aspects of Professional Practice**  
Schuh, Jones, & Torres-Chapters 16,17,19,21 |
| May 20    | **Part V: Essential Competencies**  
Schuh, Jones, & Torres-Chapters 22,23,27  
[DUE: Student Engagement Program Profile by 3:00pm] |
| May 21    | **Part V: Essential Competencies**  
Schuh, Jones, & Torres-Chapters 29,30,31  
[WebEx Class: 6:00-9:00pm]  
**Opportunity to Submit Student Success Theory for Feedback Due by Noon** |
| May 22    | **Part VI: The Future**  
Schuh, Jones, & Torres-Chapters 32,33 |
| May 25    | Memorial Day Holiday |
| May 26    | Work on Student Success Theory |
| May 27    | Finalize Student Success Theory |
| May 28    | [DUE: STUDENT SUCCESS THEORY by 3:00pm] |
| May 29    | Course Debrief  
[WebEx Class: 6:00-9:00pm] |

*Subject to change at instructor’s discretion

**NOTE:** All assignments are electronically due via BlackBoard on designated due date and time
APPENDIX B
PERSONAL REFLECTION EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 4.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>REFLECTION (30 TOTAL POSSIBLE POINTS)</td>
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<tr>
<td>1. PROVIDE PERSONAL BACKGROUND INFORMATION?</td>
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<tr>
<td>2. PROVIDE EDUCATIONAL BACKGROUND INFORMATION?</td>
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<tr>
<td>3. PROVIDE INFORMATION TO THEIR EXPERIENCE (OR LACK THEREOF) WITH STUDENT AFFAIRS PROFESSIONALS?</td>
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<tr>
<td>4. PROVIDE THOUGHTS ON WHAT THE NEEDS ARE OF COLLEGE STUDENTS TODAY?</td>
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<tr>
<td>5. PROVIDE THREE AREAS FOR IMPROVEMENT AT UNIVERSITIES AND COLLEGES TODAY?</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN TWO GRAMMATICAL ERRORS?</td>
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</table>

TOTAL POINTS/GRADE:
COMMENTSSUGGESTIONS:
## APPENDIX C
DISCUSSION POST EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
- **EXCELLENT** - SURPASSED EXPECTATIONS
- **GOOD** - ONLY SLIGHT ROOM FOR IMPROVEMENT
- **FAIR** - MARGINALLY ACCEPTABLE
- **INADEQUATE** - DID NOT MEET CRITERIA

### WEEKLY POSTING (20 TOTAL POSSIBLE POINTS)

<table>
<thead>
<tr>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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**RESPONSE #1 (To Instructor)**

1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS TO ANSWER QUERY POSED BY PROFESSOR?

2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?

**RESPONSE #2 (To Colleague)**

1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE’S RESPONSE?

2. SUCCINCTLY WRITTEN, MET WORD REQUIREMENT, AND FREE FROM GRAMMATICAL ERRORS?

**TOTAL POINTS/GRADE:** RESPONSE #1 _____ + RESPONSE #2 _____ = _____________ TOTAL POINTS

**COMMENTS/SUGGESTIONS:**
# APPENDIX D

## STUDENT ENGAGEMENT PROGRAM PROFILE EVALUATION FORM

### PRESENTER

#### RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>BRIEF (30 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 4.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROVIDE DESCRIPTIVE NATURE OF THE CHOSEN STUDENT ENGAGEMENT PROGRAM?</td>
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<tr>
<td>2. RATIONALE THAT UNPACKS RATIONALE FOR CHOICE OF STUDENT ENGAGEMENT PROGRAM?</td>
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<td>3. INFORMATION PERTINENT TO THE HISTORY/LEGACY OF INSTITUTION INCLUDED?</td>
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<td>4. EXPLICITLY SYNTHESIZE AND CONNECT SIX COURSE CONCEPTS WITH CHOSEN STUDENT ENGAGEMENT PROGRAM?</td>
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<tr>
<td>5. CHALLENGES FOR STUDENT ENGAGEMENT PROGRAM</td>
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<tr>
<td>6. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN THREE GRAMMATICAL ERRORS AND FREE OF APA ERRORS?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX E
ORIGINAL STUDENT SUCCESS THEORY EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>STUDENT SUCCESS THEORY (70 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 8.0 POINTS</th>
<th>FAIR 6.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. IDENTIFY A TARGET STUDENT POPULATION?</td>
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<tr>
<td>2. IDENTIFY INSTITUTIONAL TYPE?</td>
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<tr>
<td>3. INCLUDE RESEARCH TO EXPLICATE CONCEPTS/FACTORS THAT ARE VITAL TO STUDENT SUCCESS?</td>
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<td>4. EXPLAIN THE ROLE OF STUDENT AFFAIRS PRACTITIONERS WITHIN THE CONTEXT OF THEORY?</td>
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<tr>
<td>5. IDENTIFY IMPLICATIONS FOR STUDENT AFFAIRS PRACTITIONERS ON COLLEGE CAMPUSES TODAY?</td>
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<td>6. LESS THAN TWO APA ERRORS, A MINIMAL OF 5 OUTSIDE RESOURCES, AND INCLUSIVE OF VISUAL REPRESENTATION OF PROPOSED THEORY?</td>
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<td>7. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY WITH LESS THAN FIVE GRAMMATICAL ERRORS?</td>
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TOTAL POINTS/GRADE: 
COMMENTS/SUGGESTIONS: