



San Diego State University

(On occupied land of the Kumeyaay people)

Department of Administration, Rehabilitation, and Postsecondary Education



"Study" by [Pete Railand](#)

ARP 620: Student Affairs In Higher Education

Fall 2019 - Thursdays, 7:00-9:40pm
EBA Building - 441

Instructor Information

Eric R. Felix, PhD

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Office hours: Wednesday and Thursdays

2:30pm - 5:30pm or sign up for a meeting

with me: <https://efelixsdsu.youcanbook.me>

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Teaching Assistant

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Vision and Central Purpose of this Course:

Longstanding inequities and injustices in society, targeting minoritized communities, are reproduced and reflected in our institutions of higher education. As practitioners within these institutions, we are called to become aware, acknowledge, disrupt, and dismantle oppressive structures, revise potentially harmful policies, and reconsider how our everyday practices/beliefs may run counter to equity and justice in education. As an introductory course into student affairs, we explore an array of topics from the historical roots of our field (i.e., racial exclusion, Dean's of Men, *in loco parentis*), foundations and guideline values of the profession (i.e., Student Personnel Point of View 1937), functional areas of student affairs (i.e., academic advising, Greek life), and contemporary issues in higher education (i.e., #MeToo movement, free speech, admissions scandal, etc.).

In recent years, student affairs practitioners have held conversations at (inter)national convenings to grapple with these issues, seeking ways to create more meaningful roles on campus as well as practices that create more equitable institutions. One association, ACPA, has led the way with the creation of *A Framework for the Strategic Imperative for Racial Justice and Decolonization* and corresponding [readings](#). This framework will be the foundation for our time together, the readings we have, discussion we hold, and assignment we complete. In this course, students will expand their knowledge about the history, philosophy, values, functions, environments, challenges and trends fundamental to the student affairs profession. Students will also reflect on and apply principles of social justice, diversity, equity, service, and holistic student development to the exploration and articulation of their own philosophy of student affairs. Throughout our time together, we consider our roles as student affairs practitioners and what we can do to improve experiences, conditions, and outcomes in higher education for our students.

Course Objectives:

This course is designed to facilitate an open, scholarly, and self-reflexive exploration of professional identity within the field of student affairs. We each bring a wealth of knowledge, experiences, and community-based assets to this course, program, and field of student affairs. Our classroom will be an exchange of learning, validating space, and place for growth. As an instructor, I am less interested in evaluating work or assigning grades, we instead focus on personal growth, professional development, and solidarity building across student affairs. You will be challenged to examine and to reflect on the basic "Who, What, Why, When, How and Where" questions that, when taken together, provide a comprehensive portrait of the student affairs profession. Over the semester, we will wrestle we these questions:

- Who are student affairs professionals? Whom do they work with and serve?
- What do student affairs professionals do? What functions do they typically perform on campus? What types of student affairs positions most appeal to you?
- Why do student affairs professionals strive to do what it is they do? What principles inform and drive their professional practice? What goals, values, beliefs, and assumptions are deeply held? What values and beliefs do you hold that will shape or influence your work with students? What factors have influenced these beliefs?
- What currently motivates you to consider a career in the field of student affairs administration? What do you want to accomplish as a student affairs professional? Why?
- What competencies, skills, and dispositions (i.e., values, attitudes, etc.) are needed as a practitioner to effectively advise, counsel, lead, advocate, manage, and educate? What "gaps" exist in your own knowledge and skills that you hope to address? How will the student affairs profession respond to changes in higher education?
- What are the foundational elements of our profession? How do we think critically about how our field has developed to "serve" students? How do we preserve them if helpful or dismantle them if harmful to our students in college today?
- What is the future of student affairs given the changes taking place?

Guided by these questions, we will construct a richer and fuller appreciation for the work of student affairs professionals in higher education. You will be challenged throughout the course to reflect on what professional identity and vocation mean for you. It is important to remember that

your past, current, and future experiences will collectively shape your evolving understanding of your role. This course will support you in developing and refining the skills, knowledge, and dispositions needed to continuously reflect on your own values and beliefs as they relate to the work of student affairs.

Course Goals and Outcomes*:

This course, as part of the curriculum for the Master of Arts in Postsecondary Educational Leadership, is designed to achieve the following learning outcomes:

1. Students will be able to articulate the historical events that have shaped higher education and the student affairs profession and analyze their impact on the diversity of our institutions and students today (SLO #1)
2. Students will be able to articulate and apply the principles of student affairs that form the philosophical, ethical, and legal foundations of their work. (SLOs # 1, 4, and 6)
3. Students will be able to communicate ideas and concepts effectively in both the written and spoken work, as well as through the use of technology (SLO #7)
4. Students will evaluate how students move in (get admitted), move through (are retained), and move out (graduate) of higher education most successfully. (SLO #5)
5. Students will be able to articulate and apply the foundational principles of access, equity, and student success. (SLO #4 and 6)
6. Students will reflect on and evaluate how their own lived experiences, knowledge, skills, and abilities influence their role as a Student Affairs professional and educator. (SLO #3)

**The details, deadlines, and assignments listed in this syllabus are subject to change and revision.*

Books, Course Materials, and Workload:

Assigned Readings and other course materials will be posted on the course's learning management software. I have done my best to provide Open Educational Resources (free materials) for this course. In general, the readings and assignments for this course are not intense or overly demanding. While not required, I strongly encourage students to make study groups to support one another and also discuss the readings for the week. I hope that from these experiences, we see that collaboration not competition is key, and that affirming space should be made to support each other throughout this course, the graduate program and the rest of your careers in student affairs.

Expectations for the Class:

- Be your authentic self
- Life happens, assignments can be postponed, just let us know how to best support you when things come up
- We learn, we make mistakes, we grow
- Family (chosen family included) and community first
- Be prepared for class
- Tap into your lived experience and cultural assets
- Recognize that everyone has something to contribute, but check them if its problematic
- Contributing thoughtful comments and incorporating appropriate examples to support your thoughts
- Monitor your own participation and be sensitive to allow others the opportunity to participate in ways that are comfortable to them.

Written Assignments:

It is expected that your written work meets the standard expected of graduate students.

Assignments are to be of professional quality and free of spelling, grammatical, and typographical errors. All written assignments must use Times New Roman, 12-point font and have a 1" margin throughout. Assignments must follow the format guidelines in the 6th edition of the Publication Manual of the American Psychological Association (APA). This includes the grammatical and usage rules suggested by the APA. If you need assistance with APA, please do not hesitate to ask the instructor, visit the SDSU Library, or SDSU Writing Center (<http://writingcenter.sdsu.edu/>) for writing support.

Deadlines:

All assignments are due by 9:00pm via email on the date assigned. Submit assignments as a Word file (not PDF) with the following format: Last Name_Assignment Name (e.g., Felix_Policy Paper). If life comes up, please reach out to me before the due date to figure out an alternative.

Assignment Schedule:

Assignment Name	Introduced	Due Date	Points
Summer Writing Paper		Week 1	0
Institution Type <i>Group</i> Paper	Week 2	Week 7/14	20
Functional Area <i>Individual</i> Paper	Week 4	Week 10	20
<i>Individual</i> Professional Development Plan	Week 5	Week 12	20
Final <i>Group</i> Presentation	Week 8	Week 15	10
Course Reflection and Summary of Learning	Week 10	Week 15	10
Class Engagement and Participation	N/A	N/A	20

1. Summer Writing Assignment
 - a. Reflection piece submitted prior to starting course and entering classroom
2. Institutional Type Paper and Group Presentation
 - a. Semester long assignment where students, in small groups, explore a specific sector/context within higher education (i.e., [MSIs](#), HBCUs, community colleges, Liberal Arts, Religious-Affiliated). The first half explores the origins and contexts of the institution type, the second half describes the conditions, experiences, and outcomes of students in them.
3. Functional Area Paper
 - a. Individual paper exploring the functional areas of Student Affairs, which includes the interview of a current SA practitioner in the area of interest.

4. Professional Development Plan
 - a. Individual professional development plan that helps you assess the competencies, skills, and knowledge you want to gain in class, throughout the program, and during your time at SDSU to help you on your student affairs trajectory map.
5. Course Reflection and Summary of Learning
 - a. Individual reflection tied to the learning portfolio in the program
6. Class engagement and participation

Grading:

Clarity of expression in class discussions and written work is highly valued, as is good professional citizenship in group activities. Learning supersedes grades in this course. However, university regulations require the instructor to award a grade for your performance in this course.

Final grades will be based on the following cumulative points earned for the course:

A	100-94 points	C+	79-77 points
A-	93-90 points	C	76-74 points
B+	89-87 points	C-	73-70 points
B	86-84 points	D	69-60 points
B-	83-80 points	F	59 points or fewer

Incompletes:

Incompletes will be considered only in the most extreme and unforeseen circumstances. Please consult me at the earliest point possible if you are experiencing circumstances that could merit an incomplete. In the event the instructor approves an incomplete, a written contract will be completed which details what is required to complete the course and a projected schedule of completion. The work must be completed within one year. If "I" is not removed within one calendar year, the grade shall be counted as an F.

Course Topics Week by Week

- Week 1 - 8/29: Where and How We Enter the Field of Student Affairs
- Week 2 - 9/5: On Occupied Lands: Settler colonialism, white supremacy, and the historical legacy of exclusion in higher education
- Week 3 - 9/12: A professional field? Complicating the standards, norms, and rules of student affairs
- Week 4 - 9/19: 5,000+ College and Universities: Exploring Institutional Differences in Higher Education
- Week 5 - 9/26: (Inter)National Policies, Initiatives, and Conversations Influencing Student Affairs
- Week 6 - 10/3: Students, Structures, and Organizational Cultures
- Week 7 - 10/10: Exploring Functional Areas
- Week 8 - 10/17: Relationship Building, Leadership Development, & Involvement in the Profession
 - [Careers in Student Affairs Day, Chapman University, 10/19]
- Week 9 - 10/24: Student Affairs in the Community College Context
- Week 10 - 10/31: Is There Room for Social Justice in Student Affairs?
 - [NASPA Western Regional Conference, Portland, 11/02-11/05]
- Week 11 - 11/7: Becoming Equity-Minded Practitioners
- Week 12 - 11/14: One-on-One Check-ins
 - [ASHE Conference, Portland, 11/13-11/16]
- Week 13 - 11/21: Research, Assessment, and Evaluation in Student Affairs
- Fall Recess
- Week 14 - 12/5: Thriving in Student Affairs
- Week 15 - 12/12: Finals Week

Weekly Course Readings

Week 1 - 8/29: Where and How We Enter the Field of Student Affairs

Readings

1. ACPA. (2019). [A Bold Vision Forward: A Framework For the Strategic Imperative for Racial Justice and Decolonization](#).
2. Tuck, E. (2009). [Suspending Damage: A Letter to Communities](#).
3. Manning, K. (2009). [Philosophical Underpinnings of Student Affairs Work on Difference](#)
4. Long, D. (2012). [The Foundations of Student Affairs: A Guide to the Profession](#)
5. Taud, J.D., & McEwen, K. M., (2006) [Decision to enter the profession of student affairs](#)
6. Hevel, M.S. (2016). Toward a history of student affairs: A synthesis of research, 1996-2015. *Journal of College Student Development*, 57(7), 844-862.

Assignments Due

1. Summer Introspection Writing

Week 2 - 9/5: On Occupied Lands: Settler colonialism, white supremacy, and the historical legacy of exclusion in higher education

Readings

1. Wilder, C.S., (2013) *Ebony and Ivy: Prologue*.
2. Stein, S. (2017). [A colonial history of the higher education present: rethinking land-grant institutions through processes of accumulation and relations of conquest](#). *Critical Studies in Education*, 1-17.
3. Windchief, S., & Joseph, D. H. (2015). [The Act of Claiming Higher Education as Indigenous Space: American Indian/Alaska Native Examples](#)
4. Crazy Bull, C. (2019). [Leading from the center: Indigenous knowledge builds higher education leaders](#). In *Examining Effective Practices at Minority-Serving Institutions*, pp. 11-26.
5. Patton, L. D. (2016). *Disrupting Postsecondary Prose: Toward a Critical Race Theory of Higher Education*.

Assignments Due

- 1.

Additional Readings (Not Required)

1. Tuck, E., & Yang, K. W. (2012). *Decolonization is not a Metaphor*.
2. Lange, A. C. (2017) [On Student Affairs Educators and White Supremacy](#)

Week 3 - 9/12: A professional field? Complicating the standards, norms, and rules of the field

Readings

1. American Council on Education. (1937). [Student Personnel Point of View \(SPPV I\)](#)
2. American Council on Education. (1949). [Student Personnel Point of View \(SPPV II\)](#)
3. ACPA. (1972). [Student Development in Tomorrow's Higher Education \(THE Project\)](#) (pgs. 37-43).
4. NASPA. (1987). [A perspective on Student Affairs.](#)
5. Bliming, S.G., and Whitt, E.J., (1998). [Principles of Good Practice for Student Affairs 1998 \(ACPA & NASPA\)](#)
6. ACPA & NASPA. (2004). [Learning Reconsidered](#)
7. ACPA (2008). [The Student Learning Imperative: Implications for Student Affairs](#)
8. ACPA & NASPA. (2010). [The Future of Student Affairs 2010](#)
9. ACPA & NASPA - [Professional Competency Areas for Student Affairs Educators](#)
10. ACPA - [Critical Reflections on the Rules of "Professionalism"](#)

Assignments Due

- 1.

Week 4 - 9/19: 5,000+ College & Universities: Exploring Institutional Differences

Readings

1. Palmer, R. (2019). [Examining Effective Practices at Minority-Serving Institutions: Beyond a Deficit Framing of Leadership](#). In *Examining Effective Practices at Minority-Serving Institutions*, pp. 1-10.
2. Garcia, G. (2019) *Becoming Hispanic Serving Institutions* (pgs. 1-6 & 115-137) **[PDF Chapter]**
3. Preston, D. Jones, T., & Brown, J. B. (2019). [Lessons Learned from Supporting HBCU Leaders in Implementing Student Success Practices](#). In *Examining Effective Practices at Minority-Serving Institutions*, pp 43-62.
4. Hartlep, N., & Antrop-González, R. F. (2019) An Effective Model of Mentorship and Capacity Building: Lessons Learned and Lived Out at a Midwest AANAPISI. In *Examining Effective Practices at Minority-Serving Institutions*, pp 179-197.
5. Beauvais, A. (2009). [Tribal college leadership and vision resource guide](#). Tribal College Journal, 20(4).
6. Pascarella, E. T., Cruce, T. M., Wolniak, G. C., & Blaich, C. F. (2004). [Do Liberal Arts Colleges Really Foster Good Practices in Undergraduate Education?](#)
7. Heida, D.E., (2006) [The student affairs portfolio at small colleges](#)

Week 5 - 9/26: (Inter)National Policies, Initiatives, and Conversations Influencing Student Affairs

Guest Speaker: Dr. Jamal Mazyck, San Francisco State University, Title IX Investigator

Readings

1. Student services: A handbook for the profession ([CH 4: Institutional Identity & Campus Culture](#))
2. Ching, C. D., Felix, E. R., Fernandez Castro, & Trinidad, A. (2018). Achieving racial equity from the bottom up?: The student equity policy in the California community colleges. *Education Policy*, 1-45. <https://doi.org/10.1177%2F0895904818802092>
3. Kezar, A. (2004). Obtaining integrity? Reviewing and examining the charter between higher education and society. *The Review of Higher Education*, 27(4), 429-459
4. Goldrick-Rab, S. (2010). Challenges and opportunities for improving community college student success. *Review of Educational Research*, 80(3), 437-469.
5. ACPA & NASPA - [Professional Competency Areas for Student Affairs Educators](#)
 - o Additional readings:
 - <https://www.naspa.org/rpi/reports>

Assignments Due

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Week 6 - 10/3: Students, Structures, and Organizational Cultures

Readings

1. Shaw, K. M., & London, H. B. (2001). Culture and Ideology in Keeping Transfer Commitment: Three Community Colleges. *The Review of Higher Education*, 25(1), 91-114.
2. Felix, E. R., & Trinidad, A. (2017). Fulfilling the transfer mission at an urban technical college: How a transfer center mediates baccalaureate aspirations for students. *Community College Journal of Research and Practice*, 42(12), 861-877.
<http://dx.doi.org/10.1080/10668926.2017.1361877>
3. Garcia, G. A. (2017). Defined by outcomes or culture? Constructing an organizational identity for Hispanic-Serving Institutions. *American Educational Research Journal*. 54(1S), 111S-134S.
4. Barnhardt, C. L. (2015). Campus educational contexts and civic participation: Organizational links to collective action. *The Journal of Higher Education*, 86(1), 38-70.
5. Garvey, J. C., Taylor, J. L., & Rankin, S. (2015). An examination of campus climate for LGBTQ community college students. *Community College Journal of Research and Practice*, 39, 527-541.

Assignments Due

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Week 7 - 10/10: Exploring Functional Areas

Guest Speaker: Christy Orgeta, Cal Poly Pomona, Senior Coordinator, Residential Education & Leadership

Readings

1. Dungy, G., and Gordon, S.A., (2011) [The Development of Student Affairs](#)
2. Gansemer-Topf, A. M., & Ryder, A. (2017). [Competencies needed for entry-level student affairs work: Views from mid-level professionals](#). *College Student Affairs Journal*, 35(1), 40-54.
3. [NASPA - Exploring Functional Area Profiles](#)
4. Council for the Advancement of Standards in Higher Education (CAS)
 - a. [Overview](#)
 - b. [Standards](#)
 - c. [Graduate Students](#)

Assignments Due

1. Institution Type *Group Paper*
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Week 8 - 10/17: Relationship Building, Leadership Development, and Involvement within the Student Affairs Profession

Readings

1. Student services: A handbook for the profession
 - a. Chapter 17: [Organizational structures and functions](#)
2. Renn, K.A., and Hodges, J.P., (2007). [The First Year on the Job: Experiences of New Professionals in Student Affairs](#)
3. Lucier, L.K., (2015) [Navigating the Unexpected: The Importance of Mentoring for Student Affairs Professionals](#)
4. Nevarez, C., & Wood, J. L. (2010). Community College Leadership and Administration, (pgs. 251-276) [PDF Book Chapter]

Assignments Due

- 1.
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Week 9 - 10/24: Student Affairs in the Community College Context

Guest Speaker: TBD

Readings

1. Crisp, G., Carales, V. D., & Nuñez, A-M. (2016). Where is the research on community college students? *Community College Journal of Research and Practice*, DOI: 10.1080/10668926.2015.1102104
2. Whatley, M. (2019). Clearing the hurdle: The relationship between institutional profiles and community college study abroad. In G. Malveaux & R.L. Raby (Eds.), *Study abroad opportunities for community college students and strategies for global learning* (pp. 90-106). Hersey, PA: IGI Global Publishers.
3. Maldonado, C. (2019). "Where Your Ethnic Kids Go": How Counselors as First Responders Legitimate Proper Course Placements for Community College Students.
4. Hernandez, I., Hernandez, S., de la Teja, M. (2017). [5 Things to Do to Support Latinx Students in Community College.](#)

Assignments Due

- 1.

Week 10 - 10/31: Is There Room for Social Justice in Student Affairs?

Readings

1. Rhoads, R.A., & Black, M. A. (1995). [Student affairs practitioners as transformative educators: Advancing a critical cultural perspective.](#) *Journal of College Student Development*, 36(5), 413-421.
2. Patton, L. D., & Bondi, S. (2015). [Nice white men or social justice allies?: Using critical race theory to examine how white male faculty and administrators engage in ally work.](#) *Race Ethnicity and Education*, 18(4), 488-514.
3. D'Andrea, M., & Daniels, J. (2007). [Dealing with Institutional Racism on Campus: Initiating Difficult Dialogues and Social Justice Advocacy Interventions.](#) *College Student Affairs Journal*, 26(2), 169-176.
4. Ebbers, L. H., & Henry, S. L. (1990). [Cultural competence: A new challenge to student affairs professionals.](#) *NASPA journal*, 27(4), 319-323.
5. Carter, P. L., Skiba, R., Arredondo, M. I., & Pollock, M. (2017). You can't fix what you don't look at. *Urban Education*, 52(2), 207–235. <https://doi.org/10.1177/0042085916660350>.

Assignments Due

1. Functional Area *Individual Paper*

Week 11 - 11/7: Becoming Equity-Minded Practitioners

Readings

1. Bensimon, E. M. (2007). The underestimated significance of practitioner knowledge in the scholarship on student success. *Review of Higher Education*, 30(4), 441-469.
2. Harper, P. D. (2012). Race without Racism: How Higher Education Researchers Minimize Racist Institutional Norms. *The Review of Higher Education*. Retrieved from <http://works.bepress.com/sharper/48>
3. Davis, S., & Harris, J. C. (2016). [But We Didn't Mean It Like That: A Critical Race Analysis of Campus Responses to Racial Incidents](#).
4. Felix, E. R., Bensimon, E. M., Hanson, D., Gray, J., & Klingsmith, L. (2015). [Developing agency for equity-minded change](#). In E. L. Castro (Ed.), *Equity in Practice: Critical Inquiry in Community College Contexts*. Special volume for *New Directions for Community Colleges*. SF, CA: Jossey-Bass.
5. Turner, T. C. (2016). [How Black Students are Saving Higher Education](#)
6. ACPA - [Articles for Talking About Student Activism, Marginalization, and Race in Higher Education](#) [Select any articles of interest to review]

Assignments Due

- 1.

Week 12 - 11/14: One-on-One Check-ins

Assignments Due

1. *Individual Professional Development Plan*

Week 13 - 11/21: Research, Assessment, and Evaluation in Student Affairs

Guest Speaker: Kaylan Baxter, Research Associate, USC Center for Race and Equity

Readings

1. Zerquera, D., Reyes, K. A., Pender, J. T., & Abbady, R. (2018). [Understanding Practitioner-Driven Assessment and Evaluation Efforts for Social Justice](#). *New Directions for Institutional Research*, 2018(177), 15–40. <https://doi.org/10.1002/ir.20254>
2. Dorime-Williams, M. (2018). [Developing Socially Just Practices and Policies in Assessment](#). In [New Directions for Institutional Research](#). *New Directions for Institutional Research*, 2018(177), 41–56. <https://doi.org/10.1002/ir.20255>
3. Abrica, E. (2018). Institutional Researcher Reflexivity: How IR Professionals Can Utilize Researcher Reflexivity in Qualitative Studies of Community College Students. *Community College Journal of Research and Practice*, DOI: 10.1080/10668926.2018.1543060
4. Brown, J. T. (2018). Leading Colleges & Universities in a New Policy Era: How to Understand the Complex Landscape of Higher Education Accountability. *Change: The Magazine of Higher Learning*, 50(2), 30–39. <https://doi.org/10.1080/00091383.2018.1483175>
5. NASPA. (2018). [Report: Institutions' Use of Data and Analytics for Student Success](#).

Fall Recess - 11/28

Week 14 - 12/5: Thriving in Student Affairs

Readings

1. Sandeen, A. (2011). Does student affairs have an enduring mission? *Journal of College & Character*, 12(4), 1-8.
2. Squire, D. D., & Nicolazzo, Z. (2019). Love My Naps, But Stay Woke: The Case Against Self-Care. *About Campus*, 24(2), 4–11. <https://doi.org/10.1177/1086482219869997>
3. Guthrie et al. (2016). [A Portrait of Balance: Personal and Professional Balance among Student Affairs Educators](#)
4. Marshal et al. (2016). [Attrition from Student Affairs: Perspectives from Those Who Exited the Profession](#)

Assignments Due

- 1.
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Week 15 - 12/12: Final Presentations on Institution Type Research

Readings

1. No Readings

Assignments Due

1. Final Group Presentation
 2. Course Reflection and Summary of Learning
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DEPARTMENT PHILOSOPHY STATEMENT:

In every way, we will work toward shared values to create a brave atmosphere—in and out of the classroom—for dialogue—the authentic interchange of ideas—and we clarify what this means to us with the following statements:

- We acknowledge that sexism, racism, ageism, xenophobia, heterosexism, transphobia and other types of discrimination have most often been systematically taught and learned and implicitly or overtly enacted.
- As an instructor, my role is that of facilitator—to act as a problem-poser, facilitating the process of uncovering important issues and reflecting on them, in addition to sharing knowledge and skills. Because all participants are experts on their own reality and learning style, I am a co-learner who stands with and for you.
- We will maintain a level of intellectual humility (questioning what we know and how we have come to know it, acknowledge that others have their own experiences with how they have come to know, and hold open the space for learning more).
- The process of learning is an ongoing process for all involved and requires constant critique, reflection, & action. Learning is seen to be a collective process, where participants share and analyze experiences together in order to address concerns, relying on each other's strengths and resources rather than either addressing problems individually or relying on outside experts to solve them.
- Some content in this process is emergent. Each of us must be involved not only in determining content, but in explicitly reflecting on what counts as knowledge, how learning takes place and our own roles in this process. The "bank" from which content is drawn includes the social reality of our lives: it may range from the very immediate context of the workplace itself to family and community content to broader political issues.
- We will ensure, and ask for your careful consideration in this, that any images and videos used in class during presentations are carefully considered and used respectfully and with integrity, particularly in the ways they may represent underrepresented persons.

STUDENT ACCOMMODATIONS:

If you are a student with a disability and believe you will need accommodations for this class, please contact the Student Ability Success Center at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact the Student Ability Success Center as soon as possible. Please note that accommodations are not retroactive and that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Student Ability Success Center. Your cooperation is appreciated. To learn more, visit the [Student Ability Success Center](#) website.

SUPPORTING STUDENTS HOLISTICALLY:

If you or a friend are experiencing food or housing insecurity, or any unforeseen financial crisis, it is easy to get help! Visit sdsu.edu/ecrt for more information, email ecrt@sdsu.edu, or walk-in to Well-being & Health Promotion on the 3rd floor of Calpulli Center. The SDSU Economic Crisis Response Team (ECRT) is a group of on-campus and off-campus resources focused on addressing students' basic needs. The ECRT Coordinator aims to connect students experiencing food or housing insecurity, or any unforeseen financial crisis, with short-term, bridge support to transition students out of the crisis. The ECRT Coordinator aims to help students move from merely surviving to truly thriving by helping them identify and access long term, sustainable solutions. The ECRT is a collaborative initiative that leverages on-campus and off-campus partnerships and provides direct referrals based on each student's unique circumstances. Within 24 hours of submitting a referral, students are contacted by the ECRT Coordinator and are quickly connected to the appropriate resources and services.

RECOGNITION OF RELIGIOUS PLURALISM:

Per the University's policy on absences for religious observances, students who will be tardy or absent from class, or need to turn in assignments late to observe religious holidays must notify the instructor by the end of the second week of class. Appropriate and mutually agreeable accommodations will be made.

ACADEMIC INTEGRITY:

Graduate students and professionals should not steal idea from other authors or sources without giving appropriate credit and recognition to the originators of the work.

Sentences, paragraphs, or any other portions of another person's work are not to be inserted into your paper without quotation marks and proper citations. Any student found to be in violation of the University's policies on academic integrity will be punished to the fullest extent allowable-no exceptions. The APA manual is a great resource for determining how to properly cite the ideas and published work of others. For a comprehensive overview of the University's policies and procedures regarding academic integrity consult The Center for Student Rights and Responsibilities (<http://www.sa.sdsu.edu/srr/index.html>).