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SIXTH EDITION

# STUDENT SERVICES

A HANDBOOK FOR THE PROFESSION

JOHN H. SCHUH · SUSAN R. JONES  
VASTI TORRES

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## **STUDENT SERVICES**

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SIXTH EDITION

John H. Schuh, Susan R. Jones, Vasti Torres  
Editors

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*Thomas Miller* is the vice president for student affairs at the Tampa Campus of the University of South Florida. He is also an associate professor in the College of Education. He previously held student affairs positions at Eckerd College, Canisius College, Indiana University, and Shippensburg University. Miller holds a bachelor's degree from Muhlenberg College and master's and doctoral degrees from Indiana University. He received the Elizabeth Greenleaf Distinguished Alumnus Award from Indiana University's Higher Education and Student Affairs Program in 1989. He received the Scott Goodnight Award for Outstanding Performance as a dean from NASPA in 2001, was chosen as a Pillar of the Profession in 2004, and received the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member in 2015. His scholarly work has focused on student expectations, student attrition, and legal and risk management issues.

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*Samuel D. Museus* is associate professor of higher education and student affairs and serves as director of the Culturally Engaging Campus Environments (CECE) Project at Indiana University–Bloomington. He received his bachelor's and master's degrees from the University of Minnesota, Twin Cities, and his PhD from Pennsylvania State University. He has produced more than 180 publications and conference presentations on diversity and equity, campus environments, and college students' experiences and outcomes. He has published several books, including *Creating Campus Cultures: Fostering Success among Racially Diverse Student Populations*, and he is creator of the culturally engaging campus environments (CECE) model of college success among racially diverse populations. He has also received several national awards for his scholarship, including the Association for the Study of Higher Education's (ASHE) Early Career Award and the National Association of Student Personnel Administrators' (NASPA) Outstanding Contribution to Research and Literature Award.

*Anna M. Ortiz* is department chair and professor of educational leadership, California State University, Long Beach. Ortiz has been a student development educator in the classroom as a professor or as a practitioner in the field for more than twenty-five years. Her research interests center on college student development, primarily in the areas of ethnic identity development, multicultural education, and professional issues in student affairs. She has authored a

range of publications including books, articles, and book chapters. Ortiz received her bachelor's from UC Davis, her master's from The Ohio State University, and her doctorate from UCLA and has served on the faculty at Michigan State University. She is an active member of the National Association of Student Personnel Administrators, the American College Personnel Association, the Association for the Study of Higher Education, and the American Educational Research Association, having held leadership positions in each of them. She most recently served as the founding director of the NASPA Faculty Division.

*Laura Osteen* is the director of Florida State University's Center for Leadership and Social Change. The center is a campus-wide endeavor to transform lives through leadership education, identity development, and community engagement. Before coming to FSU, Osteen worked with leadership, community, diversity, and experiential learning programs in student and academic affairs positions on the campuses of Kansas State University, University of Maryland, University of Missouri, and Stephens College. Osteen envisions a world where every student is enabled and empowered to create positive sustainable change. She received her undergraduate degree from Indiana University, her master's degree from Colorado State University, and her doctorate of philosophy degree from the University of Maryland.

*Lori D. Patton* is an associate professor of higher education and student affairs at Indiana University. She has been recognized nationally for research examining issues of identity, equity, and racial injustice affecting diverse populations in college. Her scholarship has been published in the *Journal of College Student Development*, the *Journal of Higher Education*, and several other highly regarded venues. She is a coauthor of the second edition of *Student Development in College* and a contributor to other Jossey-Bass publications including *Student Services: A Handbook for the Profession* (5th ed.) and *The Handbook of Student Affairs Administration* (3rd ed.). She is the editor of *Campus Culture Centers in Higher Education: Perspectives on Identity, Theory and Practice* (Stylus) and coeditor of the New Directions for Student Services monograph, *Responding to the Realities of Race*. She is actively involved in and has been recognized for her scholarly and service contributions to ACPA, NASPA, ASHE, and AERA. She earned her BS in speech communication (Southern Illinois University at Edwardsville), her MA in college student personnel (Bowling Green State University), and her PhD in higher education at Indiana University.

*Patricia "Patty" A. Perillo* serves as the vice president for student affairs and assistant professor of higher education at Virginia Tech. Prior to her work at Virginia Tech, Perillo has served in a variety of leadership roles in academic and student affairs at a broad range of institutions including Davidson College, the University of Maryland–Baltimore County, the University of Maryland–College Park, the State University of New York at Plattsburgh and Albany campuses, and the University of Delaware. Patty served as the sixty-ninth president of ACPA–College Student Educators International, an international student affairs association. She earned her BA and MEd degrees from the University of Delaware and her PhD from the University of Maryland. She has received

many awards, most notably the ACPA Esther Lloyd-Jones Professional Service and ACPA Diamond Honoree Awards.

*Raechele L. Pope* is an associate professor of higher education at the University at Buffalo. She earned her bachelor's at Indiana University of Pennsylvania, her MA in student affairs administration at Indiana University of Pennsylvania, and her doctorate from the University of Massachusetts at Amherst. Her scholarship has focused primarily on multicultural issues on campus, and she has published numerous journal articles and is the coauthor (along with Amy L. Reynolds and John A. Mueller) of *Creating Multicultural Change on Campus* and *Multicultural Competence in Student Affairs*. She has worked at several institutions in a variety of functional areas including residential life, academic advising, and diversity education and training. In the past several years she was selected as a Senior Scholar for ACPA and received the ACPA Annuity Coepris Award and the NASPA Robert H. Shafer Award for Academic Excellence as a Graduate Faculty Member.

*Stephen John Quaye* is associate professor in the student affairs in higher education program at Miami University. He is a 2009 ACPA Emerging Scholar and was awarded the 2009 Melvane D. Hardee Dissertation of the Year Award from NASPA. Quaye's research and teaching focus on understanding how students can engage with difficult issues (for example, privilege, oppression, power) civilly and honestly as well as how storytelling is used as an educational tool to foster reflection and learning across differences. He also is interested in the strategies educators use to facilitate these dialogues and what they learn about themselves in the process. His work is published in different venues, including the *Review of Higher Education*, *Teachers College Record*, the *Journal of College Student Development*, and *Equity & Excellence in Education*. He is coeditor of the second edition of *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations*. He holds degrees from the James Madison University (BS), Miami University (MS), and Pennsylvania State University (PhD).

*Robert D. Reason* is professor of higher education and student affairs at Iowa State University. Prior to Iowa State, he was associate professor and senior scientist at the Center for the Study of Higher Education at Pennsylvania State University. He earned a BA from Grinnell College, a master's degree from Minnesota State University Mankato, and a PhD from Iowa State University. Reason is currently an associate editor of the *Journal of College Student Development* and an ACPA Senior Scholar. His publications include *Developing Social Justice Allies* (2005, with Ellen Broido, Nancy Evans, and Tracy Davis) and *College Students in the United States: Characteristics, Experiences, and Outcomes* (2012, with Kristen Renn).

*Kristen A. Renn* is a professor of higher, adult, and lifelong education at Michigan State University, where she has also served as associate dean of undergraduate studies and director for student success initiatives. She earned her AB from Mount Holyoke College, her master's degree from Boston University, and her PhD from Boston College. Prior to her assignment at Michigan State University she was a dean in the Office of Student Life at Brown

University. Renn focuses her research and teaching on topics related to student learning, development, and success. In particular, she studies the experiences of students with minoritized racial, gender, or sexual orientation identities. She recently completed a study of women's colleges and universities worldwide and is co-principle investigator of the National Study of LGBTQ Student Success. Her books include *Mixed Race College Students: The Ecology of Race, Identity, and Community* and, as coauthor, *Student Development in College: Theory, Research and Practice* (second and third editions) and *College Students in the United States: Characteristics, Experiences, and Outcomes*.

*Amy L. Reynolds* is an associate professor in the Department of Counseling, School, and Educational Psychology at the University at Buffalo. She is also the director of training for the combined doctoral program in counseling psychology and school psychology. Reynolds received her bachelor's from Miami University and her master's degree in student personnel work and her doctorate in counseling psychology from The Ohio State University. Her work focuses on multicultural competence in counseling and student affairs as well as college mental health issues. She has published more than twenty-five journal articles and book chapters and has made more than forty presentations at regional or national conferences. She is one of the coauthors of *Multicultural Competence in Student Affairs* and *Creating Multicultural Change on Campus* and is the sole author of *Helping College Students: Developing Essential Skills for Student Affairs Practice*. She is recognized as a fellow in the American Psychological Association Division 17, Outstanding Contribution to the Profession of Higher Education and Significant Research/Publication in Higher Education (CSPA of NY), and Outstanding Contribution to Multicultural Education Award.

*Jeffrey Rokkum* is a PhD student in the School of Education at Iowa State University studying human computer interaction and social psychology. Prior to Iowa State University, he attended California State University, Dominguez Hills, where he received his BA in psychology and his MA in clinical psychology. His research interests cover a broad swath of topics: social media, technology use, big data, multitasking, and student outcomes. Among his publications are a scale that can be used to assess overall technology use as well as studies on sleep quality and media predicting ill health among children.

*Larry D. Roper* is a professor in the School of Language, Culture and Society at Oregon State University, where he serves as coordinator of the undergraduate social justice minor and coordinator of the college student services administration. Previously he served as vice provost for student affairs at Oregon State University from 1995 to 2014, during which he also served eighteen months as interim dean of the College of Liberal Arts. He has degrees from Heidelberg University, Bowling Green State University, and the University of Maryland. He currently serves as a commissioner with the State of Oregon's Higher Education Coordinating Commission, Board of Trustees of Heidelberg University, and on the Education Committee of the Oregon Community Foundation. He served a term as editor of the *NASPA Journal*, and for six years he was a commissioner with the Northwest Commission on Colleges and Universities. He writes a regular "Ethical Issues on Campus" column for the *Journal of College and Character*.

He coedited the book *Teaching for Change: The Difference, Power and Discrimination Model* (2007) and edited *Supporting and Supervising Mid-Level Professionals: Charting a Path to Success* (2011). He has also served on more than seventy-five thesis or dissertation committees, aiding as chair of more than thirty.

*Sue A. Saunders* is emeritus extension professor and was director of the higher education and student affairs program at the University of Connecticut. Prior to her work at UConn, she was an assistant professor in the college student affairs administration program at the University of Georgia. She has held senior administrative posts at Lycoming College (PA) and Longwood University (VA). Her bachelor's degree in journalism and a master's degree in counseling are from Ohio University. Her PhD in counseling and student personnel services is from the University of Georgia. Saunders's research focuses on socialization in student affairs administration and staff supervision. She has served the American College Personnel Association (ACPA) as a member of the governing board, on the editorial board of the *Journal of College Student Development*, and was chair of the 2008 ACPA National Convention. Her professional contributions have been recognized through the ACPA Diamond Honoree program and ACPA Senior Scholars.

*John H. Schuh* is director of the Emerging Leaders Academy and Distinguished Professor Emeritus at Iowa State University. He has held administrative and faculty assignments at Wichita State University, Indiana University–Bloomington, and Arizona State University. He earned his BA from the University of Wisconsin–Oshkosh and his master of counseling and PhD degrees from Arizona State. Schuh is the author, coauthor, or editor of more than 275 publications, including thirty-two books and monographs. Among his books are *Assessment in Student Affairs* (2nd ed., with Patrick Biddix, Laura A. Dean, and Jillian Kinzie), *One Size Does Not Fit All: Traditional and Innovative Models of Student Affairs Practice* (with Kathleen Manning and Jillian Kinzie), and *Student Success in College* (with George D. Kuh, Jillian Kinzie, and Elizabeth Whitt). He has received two Fulbright Awards as well as the Research Achievement Award from ASHE, ACPA's Contribution to Knowledge Award, the Contribution to Research or Literature Award, and the Robert H. Shaffer Award for Academic Excellence as a Graduate Faculty Member from NASPA.

*Robert Schwartz* is a professor of higher education and is currently school chair of the Department of Educational Leadership and Policy Studies at Florida State University. Prior to his assignment at Florida State, he was an assistant professor of higher education at the University of South Carolina, associate professor at Valdosta State University in Georgia, and served in a variety of administrative positions in student affairs at the University of North Dakota. He earned his BA in English at Hanover College (IN), his MA in student personnel work in higher education from Ball State University, and his PhD in higher education from Indiana University. He has written and presented research on women and minorities in higher education and the history of deans of men and women. His most recent book is *Deans of Men and the Shaping of Modern College Culture* (Palgrave, 2010).

*Mahauganee D. Shaw* is an assistant professor in the Miami University student affairs in higher education program. She received her BA and MA from the University of Missouri–Kansas City and her PhD in higher education and student affairs from Indiana University. Her research agenda focuses on organizational efficiency and leadership in higher education. This is accomplished through an exploration of crisis response and emergency preparedness as well as faculty and student affairs practices. She was a founding member of the ACPA Commission for Campus Safety and Emergency Preparedness in 2011 and has served as the commission's Vice Chair for Research, Scholarship, and Practice since 2012. This term will end in 2017.

*Dafina-Lazarus Stewart* is a professor of higher education and student affairs at Bowling Green State University where she has taught since 2005. Previously, she taught at The Ohio State University and Ohio University. Stewart completed her undergraduate degree in sociology from Kalamazoo College and earned her master's and doctoral degrees in higher education and student affairs from The Ohio State University. Stewart's research interests focus on issues of race, ethnicity, sexuality, gender, religion, spirituality, and faith as they are related to student identity, experiences, and outcomes, and institutional transformation through an intersectional framework. In 2011, Stewart published an edited volume on the practice of multicultural affairs, *Multicultural Student Services on Campus: Building Bridges, Re-visioning Community*, and is currently working to complete a historical narrative of racial desegregation and integration and the experiences of black collegians at private, elite, liberal arts colleges in the Great Lakes region between 1945 and 1965.

*Kari B. Taylor* is a PhD student in the higher education and student affairs program at The Ohio State University. Previously, she served as a senior associate director for Miami University's Honors Program. She also was a qualitative research team member for the Wabash National Study of Liberal Arts Education and an associate editor for *About Campus: Enriching the Student Learning Experience*. She received a bachelor's degree from the University of Missouri–Columbia and a master's degree in student affairs and higher education from Miami University. Her research interests include the assessment of student learning and development and sociocultural factors that influence learning.

*John R. Thelin* is a professor at the University of Kentucky with particular interest in the history of higher education and public policy. An alumnus of Brown University, he concentrated in history and was elected to Phi Beta Kappa. He received his MA and PhD from the University of California, Berkeley. Prior to joining the faculty at the University of Kentucky he was Chancellor Professor at the College of William & Mary and professor at Indiana University. He is author of *A History of American Higher Education* (Johns Hopkins University Press). Thelin has served as president of the Association for the Study of Higher Education (ASHE) and received the ASHE Outstanding Research Award. At the University of Kentucky he received the 2014 Provost Award for Outstanding Faculty Contribution to Graduate Studies.

*Vasti Torres* is a professor of higher education and student affairs and former dean of the College of Education at the University of South Florida (USF). Prior to her assignment at USF, Torres was professor at Indiana University–Bloomington and director of the Center for Postsecondary Research. She received her BA degree from Stetson University and her MEd and PhD degrees from the University of Georgia. Her research focuses on student success issues among underrepresented students and how the ethnic identity of Latino students influences their college experiences. She was the principal investigator for multiyear grants investigating the choice to stay in college for Latino students as well as a grant looking at the experiences of working college students. From 2011 to 2013 she served as a Fulbright Specialist in South Africa. From 2007 to 2008 she served as the first Latina president of a national student affairs association—ACPA. Among her awards are ACPA Senior Scholar, NASPA’s Contribution to Literature and Research Award, Hispanic Scholarship Fund Alumni Hall of Fame, and Indiana University Trustees Teaching Award.

*Sherry Watt* is a professor of higher education and student affairs at the University of Iowa. She received a BA degree from University of North Carolina at Greensboro and MS and PhD degrees in counselor education, with an emphasis in student affairs, from North Carolina State University. Prior to becoming a faculty member, she worked as a residence life director and a career counselor. She is the editor of *Designing Transformative Multicultural Initiatives: Theoretical Foundations, Practical Applications and Facilitator Considerations*, which highlights her research on effective ways to design and implement multicultural initiatives. Her research on privileged identity exploration expands the understanding of the various reactions people have to difficult dialogues on race and other social issues. She is also the coeditor of the New Directions for Student Services series and recipient of a number of awards including ACPA Senior Scholar and Diamond Honoree, and University of Iowa’s Collegiate Teaching Award in 2006 and 2013.

*Elizabeth J. Whitt* is vice provost and dean for undergraduate education and professor of sociology at the University of California, Merced. Whitt is past editor of the New Directions for Student Services sourcebook series. Her research and scholarship focus on institutional conditions for student success, academic and student affairs partnerships, and issues and trends in student affairs practice. In 2015, she received the George D. Kuh Outstanding Contribution to Literature and/or Research Award from NASPA: Student Affairs Professionals in Higher Education, and, in 2007, the Outstanding Contribution to Knowledge Award from ACPA–College Student Educators International. In addition, she has served on the governing boards of ACPA, NASPA, Division J (Postsecondary Education) of the American Educational Research Association, and the Association for the Study of Higher Education, and on the editorial boards of *Journal of College Student Development*, *NASPA Journal*, and the *Review of Higher Education*.

*Christine M. Wilson* is assistant vice president for student affairs and director of student activities at the University of Connecticut, where she also teaches in the higher education and student affairs program. Prior to her assignment at

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*Mawreen E. Wilson* is a professor and chair of the Department of Higher Education and Student Affairs at Bowling Green State University. She has also worked at Mississippi State University, the University of South Carolina, and the College of William & Mary. She received a BSBA from Aquinas College in Michigan, an MA from Michigan State University, and a PhD from The Ohio State University. Wilson's research focuses on professional identity, socialization, and preparation; behavioral norms in professional practice; and administrative practice in student affairs. Wilson edited the *ASHE Reader on College Student Development Theory*. She has contributed chapters to books including *Campus Housing Management* and *Campus Crisis Management*. She is associate editor for the *Journal of College Student Development* and served on the governing board for ACPA–College Students International. Her awards include the Association of College and University Housing Officers–International Research and Publication Award, ACPA Diamond Honoree, and National Association of Student Personnel Administrators Region IV–East Outstanding Contribution to Student Affairs through Teaching Award.

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## PREFACE

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This book focuses on preparing people for careers as student affairs educators. Exactly when student affairs practice began is virtually impossible to measure, but our view is that an early version might have been the discussion a young student had with a tutor at one of the colonial colleges about meeting the challenges of preparing himself (the students of the day were young men) to take his place in colonial society, preparing for the ministry, or maybe dealing with homesickness. Although the work of today's student affairs educators is far more complex and sophisticated, the fact is that those engaged in student affairs work still care deeply about students, will do everything they can to assist them in achieving their educational goals, and see our postsecondary institutions as central to the success in building an educated citizenry.

Student affairs practice has changed dramatically since that first conversation between tutor and student, the tools available to student affairs educators have become more numerous and sophisticated, and research increasingly has been used to inform professional practice. But in the end, the relationship between educator and student has been the heart of student affairs going back, at least, to Tommy Arkle Clark (dean) and Fred Applegate (student) at the University of Illinois in 1890 (Becque, 2015). Since then the field of student affairs has founded professional organizations, developed professional literature and graduate degree programs, and played an important role in the education of college students.

Today, student affairs practice is challenging, complex, sophisticated, and touches students from before they apply for admission to when they graduate and beyond. Various titles have been used to characterize the work of student affairs professionals including, but not limited to, student personnel, student services, student development, student affairs administration,

student affairs education, and just plain student affairs. The titles of the day are probably less important than to assert that it would be an unusual institution that does not have staff members who are dedicated to the growth and development of students outside of the formal curriculum. These staff members form the audience for this book, though we will be delighted if faculty members and administrators outside of the units that comprise student affairs on a given campus read the book or even parts of it. Although our primary audience consists of graduate students and student affairs staff members who are in the early stages of their careers, we also hope that this book will resonate with those who teach courses in the preparation of student affairs as well as senior leaders in student affairs practice and others who are concerned about the growth and development of college students.

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## The Green Book

*Student Services: A Handbook for the Profession* has become known as the “green book” over the years. Ursula Delworth and Gary R. Hanson edited the first edition in 1980, and revised editions of the “green book” were released in 1989, 1996, 2003, and 2011. Is there a need to release new editions of this book periodically? Our view is that because higher education in general, and student affairs in particular, continue to evolve and change rapidly, as will be asserted frequently by our authors, this book needs to be as contemporary as possible. More than twenty million students were enrolled in postsecondary institutions in 2012 (National Center for Education Statistics, 2015, table 304.10) at 4,726 institutions (table 303.90), an increase from more than fifteen million enrolled at 4,056 institutions in 2000 (table 303.90). In a dozen years five million more students enrolled at just about seven hundred more institutions. Other developments, such as the use of increasingly sophisticated technology, new budgeting models, and changing expectations for higher education, have led to what Allen and Cherrey (2003) have described as working in permanent white water (citing Vaill, 1996). Whether this pace of growth and change will continue in the future is impossible to predict, but if past is prologue, we believe that those who serve as student affairs educators will need to be able to adapt, change, and develop innovative solutions to circumstances that are increasingly difficult to anticipate.

Ursula Delworth and Gary R. Hanson were the pioneers of this series, editing the first two editions (*Student Services: A Handbook for the Profession*, 1980, and *Student Services, A Handbook for the Profession*, 2nd ed., 1989). They were trailblazers in other respects, too, also having served as the inaugural editors of the New Directions for Student Services sourcebook series. Susan R. Komives and Dudley B. Woodard Jr., also exceptional scholars, edited the third and fourth editions. Susan and Doug upheld the high standards set by Ursula and Gary. John H. Schuh, Susan R. Jones, and Shaun Harper edited the fifth edition of the “green book,” and the editorial group continues to evolve with Vasti Torres serving as one of the coeditors of this edition.

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## The Title

The title of this book has been a concern of the editors over the years, and it continues to be a matter that needs to be addressed in this edition. *Student services* is yesterday's characterization of the work of student affairs educators and has been so for several decades. Clearly, some of the work of student affairs educators has to do with providing services, but the essence of student affairs education is far more complex than that. Nevertheless, we wish to be true to the roots of this series of books and we have retained the title for this edition. The focus of today's practice is much more on providing learning experiences for students than transactional services, but in the spirit of recognizing the quality of the work that has gone into the development of the previous editions of this book, we have chosen to sustain the title recognizing that the title acknowledges and honors our roots rather than characterizes the work of contemporary student affairs educators.

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## The Focus of the Sixth Edition

As was our approach to the fifth edition, we have reorganized this book, adding some chapters and deleting others. Among the new chapters are those that address campus climate, student retention, institutional success, social media, crisis management, and embracing difference through programming. Although these topics were addressed in part in the previous edition, we believe that they merit a more complete treatment, and as a consequence, we included them as the central foci of chapters in the book.

It is important to note that this book does not purport to be a complete treatise of all that needs to be known to engage in a successful career as a student affairs educator. We have conceptualized this book as a place to start one's education. Accordingly, the book's content can and should be explored in greater depth through additional readings, activities, and conversations. The reference list for each chapter is extensive, but additional readings are just a start. New to this edition is the inclusion of discussion questions and sometimes activities at the end of each chapter, which provide additional learning experiences to advance an understanding of the content of each chapter. These take the form of discussion questions and items, activities, and other learning experiences. All are designed to extend the conversation that has been developed in the chapter. Our view is that the additional learning experiences will help stimulate out-of-class learning, which could take the form of informal conversations, field trips, interviews, or other experiences that will add richness to those who read this book.

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## The Organization and Contents of the Sixth Edition

The organization of this edition is similar to previous editions. We begin with laying a foundation for student affairs practice in the first section by providing a historical overview of higher education in the United States and then