



College of Education

Education Studies and Human Relations

education.uiowa.edu/eshr

ESHR: Supporting College Students Informal Concentration Area (ICA)

Colleges and universities of all sizes and varied purposes are fueled by well-trained professionals and policies that support their students and their missions. Courses in the *Supporting College Students ICA* will help you understand how to work with college students and understand related systems.

The *Supporting College Students ICA* pairs well with other ESHR ICAs such as the *Trauma-Informed Advocacy* or the *Cognition, Learning, and Development ICA*. Students may consider combining the ESHR major with another major, minor, or certificate that meets their career goals. Suggested pairings can be found below.

Major, Minor, and Certificate Suggestions

Majors/Minors

[Communication Studies](#)
[Ethics and Public Policy](#)
[Interdepartmental Studies](#)
[Political Science](#)
[Psychology](#)
[Social Work](#)

Certificates

[Critical Cultural Competence](#)
[Event Management](#)
[Leadership Studies](#)
[Nonprofit Leadership and Philanthropy](#)
[Social Science Analytics](#)
[Writing](#)

Career and job examples for students with an ESHR major with a focus on college students may include admissions counselor, academic coach, residence life coordinator, multicultural specialist, financial aid officer, and TRIO programs specialist. These positions are often located in community colleges, 4-year colleges, college bridge programs, and other educational systems.

Students with this focus in ESHR may be well-positioned for graduate work in higher education, student affairs, college student personnel, counseling, and education policy programs.

Course suggestions

(Students are encouraged to take one or two courses from each skill/content area.)

College Students and Environments

CS2ED:2081 Making a Vocational-Educational Choice

Unit 1: The first half of this course is designed to assist students wanting to identify their interests, skills, and values in order to target possible majors of interest and begin exploring career opportunities. It will include self-assessment, interest inventories, informational interviews, and researching majors and careers.

Unit 2: The second half of this course equips students with the tools and skills necessary to land a full-time position or an internship. Areas covered in depth include resume and cover letter development, networking, organization and career research, and interviewing

EDTL:3715 Experiential Teaching and Learning

Introduction to practice of experiential learning and teaching; students create and lead experiential activities in formal and informal learning environments; exploration of factors that impact the value of an experience and assess impact; integration of multiple disciplines and perspectives in a collaborative manner; skills for processing and guiding reflection to determine outcomes of experiences; work collaboratively to design, plan, execute, and determine outcomes of an experience for a target population.

EPLS:1240 Student Success in College (if not used to meet the ESHR Diverse Perspectives

requirement)

Overviews the liberal arts and history of higher education and the complexities of engaging difference all situated in the context of challenges and opportunities that are inherent to navigating the organizational structures of higher education.

EPLS:2098 The Student Affairs Profession

Introduction to field of student affairs in context of higher education; focus on foundations of profession, including a brief history of field, professional associations, institutional differences, professional and ethical standards, functional areas in higher education, student learning and developmental theory, overview of graduate preparation, and current topics.

EPLS:4200 Athletic Administration in Educational Settings

Explores engaging difference as major issues for coaches, sports managers, physical activity professionals, and athletic administration staff in their workplaces; defines, discusses, and analyzes the complexity of athletic organizational environment to help future leaders implement successful practices inclusive of all persons.

EPLS:4250 Education in Black America

Introduction to various educational policies and events germane to the history of African American education from 1900 through the mid-1980s; read works and watch documentaries that examine those policies, concepts, strategies, and events surrounding Black education; analyze and synthesize this information through small and large class discussions, reading responses, quizzes, a debate, a book review, a short essay, and related presentation. GE: Historical Perspectives. Same as AFAM:4250.

Helping Skills

CSED:1102 Helping Skills for Community Settings

Helping skills necessary for working in a variety of community settings; focus on communication, problem solving, interviewing skills, entry-level techniques (e.g., mindfulness), and résumé building opportunities including Iowa mandatory reporter training and QPR (Question, Persuade, and Refer) training. Prerequisite: CSED:1101

CSED:4195 Ethics in Human Relations and Counseling (if not used to meet the ESHR Diverse Perspectives requirement)

Morality and ethics; ethical issues; models and techniques for effective ethical decision making in personal and professional interactions

PSQF:3104 Multicultural Counseling and Psychology (if not used to meet the ESHR Diverse Perspectives requirement)

Introduction to multicultural competencies and its importance to counseling, psychology, and helping professions; psychological concepts and research pertaining to privilege; racism, race, culture, sexual orientation, social class and classism, and their application in culturally adapted psychotherapy interventions; how these matters and other cultural identities and constructs are handled and used in applied psychology and counseling; focus on intersection of research and practice.

Leadership

CSED:4111 Building Leadership and Success at Work

Strategies to achieve employer expectations of effective leadership, communication, motivation, teamwork, and conflict management; students gain knowledge of self and how to best respond in various workplace situations.

CSED:4140 Foundations of Leadership

Preparation to become effective employees and leaders; emphasis on leadership roles in clinical and other human service or health care settings; how leadership transcends job title associated with high work performance; experiential activities that illustrate key didactic concepts and didactic lecture review, written assignments, experiential assignment, in-depth discussions illustrating key concepts.

EDTL:4020 Engaging in Civic Dialogues

Students learn the skills and practices that will develop the resilience necessary to engage in challenging civic dialogues about organizational, community, and/or societal change. Students develop leadership skills, cultivate personal stamina, and reflect on how they can be part of a civic society through taking daily actions that engage across differences.

Internship Experiences

While not a part of the 30 credits that contribute to the ESHR major, we encourage students interested in this concentration area to include several internship and practicum experiences in their coursework as they earn their BA. Please visit with the ESHR advisor about how to find and register for these opportunities that may help to customize your experiential informal learning background.

Faculty Liaison

[Jodi Linley](#), Associate Professor, Higher Education and Student Affairs

Last updated 7/21/2025