



AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** HIED 7230 (Hybrid: Fall 2013)
Instructor: Dr. David DiRamio
Course Title: Student Services Administration in Postsecondary Education
Credit Hours: 3 semester hours
Class Meetings: Thursdays 5:00 - 7:50 p.m. in Haley Center 2468
Meeting dates: 8/22, 9/5, 9/26, 10/17, 10/31, 11/21
Canvas site: <https://auburn.instructure.com/login>
Office: Haley Center 4096, phone (334) 844-3065
Office Hours: Mondays: 1:30 – 3:45 and Thursdays: 2:00 - 4:45
and by appointment (preferred)
E-mail: diramio@auburn.edu
Pre-/Co-requisites: None
2. **Date Syllabus Prepared:** August 1, 2013 (Update on 8/22/13)
3. **Required Texts (2):** Schuh, J. H., & Jones, S. R. (2010). *Student services: A handbook for the profession* (5th ed.). San Francisco, CA: Jossey-Bass. ISBN 0470454989

Magolda, P. M., & Carnaghi, J. E. (2004). *Job one: Experiences of new professionals in student affairs*. Lanham, MD: University Press of America, Inc. ISBN 0-7618-2784-6
4. **Course Description:** Covers the theories, practices, organization, administration, and evaluation of student personnel services in postsecondary education. This course offers training essential to the preparation of the successful administrator in student affairs. Services for residential and non-residential students, as well as the evolving needs of students, are explored

- 5. Course Objectives.** Upon completion of this course, students will be able to:
- I. Demonstrate an understanding of the literature encompassing issues and concepts of student services;
 - II. Demonstrate an understanding of student development theory;
 - III. Critically examine student services management practices and organization; and
 - IV. Demonstrate understanding of effective planning, budgeting, and resource allocation for student services.

6. Course Content

- I. "Millennials": A new generation of consumers for college student services.
 - A. A generational approach for understanding students and student development.
 - B. Diversity, demographics, and "Balkanization."
 - C. Teaching, learning, and Millennial students.
 - D. Student "swirl" versus linear matriculation.
- II. The profession of college student affairs
 - A. History, development, and guiding values.
 - B. The student personnel point of view.
 - C. CAS Guidelines for academic advising.
 - D. Student affairs organization and function.
- III. Student development theory
 - A. Student growth and learning: Identity and intellectual development.
 - B. Moral and ethical development.
 - C. Service learning and leadership opportunities.
 - D. Mentoring.
- IV. Cost and access
 - A. Tuition.
 - B. Financial aid.
 - C. Need and merit.
 - D. Working students.
- V. Emphasis on student learning and success
 - A. Principles and strategies for enhancing student learning.
 - B. Student affairs professionals as learning consultant.
 - C. Orientation programs: a foundation for learning.
 - D. Learning communities
 - E. Learning styles
 - F. Studying college impact.

- VI. Admissions
 - A. Enrollment management.
 - B. Affirmative action.
 - C. International students.
 - D. Ethical standards and principles.

- VII. Student life, organizations, and athletics
 - A. Student organizations – leadership opportunities.
 - B. Balancing learning, social responsibility, and fun.
 - C. Greek-letter organizations
 - D. Alcohol policies and programs.

- VIII. Technology
 - A. Integration of technology with the management of student services.
 - B. The electronic student.
 - C. Using technology to promote student involvement.
 - D. Legal, ethical, and policy issues related to technology.

- IX. Legal issues
 - A. Civil rights and Constitutional issues.
 - B. Student conduct, due process, and judicial affairs.
 - C. FERPA.
 - D. Academic integrity.

- X. Evaluation & assessment
 - A. Qualitative, quantitative, and mixed-methods.
 - B. Outcomes measures
 - C. Using technology in assessment and evaluation.
 - D. Using research findings to inform SA practice.

- XI. Advising & counseling services
 - A. Academic and vocational counseling.
 - B. Psychological counseling services.
 - C. Health counseling services.

- XII. Senior student affairs administration
 - A. Leadership and vision in student affairs.
 - B. Campus community relationships and partnerships.
 - C. Staffing and organization at the college or university.
 - D. Implications for the future.

7. Course Requirements:

- I. **Attendance and class participation** are essential for successful completion of the course, both for the in-person meetings and online activities. Active and mature participation includes asking questions, sharing experiences, and contributing to the “learning community.” You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absences from the scheduled class meetings must be handled as they would be in a professional position on a college campus: planned for and communicated in advance. Since our class meets in-person only six times, excessive absences (more than two) may result in a lower grade for the course. Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful HIED 7230 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base both online and in class by discussing material and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to in-person class meetings unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize discussion, either online or in-person. Thank you!

- II. **Weekly Readings and Canvas Postings.** Post online a short reflection about an assigned reading. Assigned readings are posted weekly by the instructor and include sections from the textbook (*Schuh*), journal articles, and/or articles from *The Chronicle of Higher Education*. Instructor may use your posting for discussion in a future class. You may also be directed by the instructor to react to another student’s posting. Ideas for how to frame your reflection/posting are supplied in the HIED 7230 Questions" form (last page of this Syllabus). You do not have to submit this form.
- III. **Quizzes.** There will be four (4) online quizzes, approximately every three weeks. These are short assessments based only on the previous weeks’ content, including online “lectures,” articles, and the main text (“Schuh”).

IV. Choice of Two (Pick ONE)

1. **Submit proposal to the NASPA-AL 2014 State Conference and be prepared to attend** on January 24, 2014 at Birmingham Southern College. Here is a terrific opportunity to get connected in the student affairs profession! Information on this year’s theme should be available in August. Conceive of, create, and submit a proposal to present at the conference. Typical proposal themes include “best practices” in student affairs, student development, leadership, technology, etc. Deadline for proposals is October 4, 2013. This will be discussed further in class.

IV. (Cont'd) *Choice of Two (Pick ONE)*

2. **Presentation based on "Job One" chapter.** Students shall prepare an online slide presentation (using Adobe Presenter, Camtasia, or other software) based on one the chapters in the "Job One" text. The chapter will be negotiated-assigned at the 9/26 class meeting (Week 6). The use of a metaphor and/or conceptual framework should be included in the presentation. Metaphors and conceptual frameworks will be discussed in class (including examples).

- V. **Final Exam.** A final exam will be administered online in Canvas during the final week of classes. The exam will include multiple choice, short answer, and essay questions.

8. **Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Class participation in discussion/activities (6 meetings)..	150 pts.
Weekly readings and Canvas postings.....	200 pts.
Quizzes (4 @50 pts.).....	200 pts.
Conference proposal or Job One presentation	250 pts.
Final Exam.....	<u>200 pts.</u>
Total.....	1000 points

The following grading scale will be used:

900 - 1000	= A
800 - 899	= B
700 - 799	= C
600 - 699	= D
Below 600	= F

9. **Class Policy Statements:**

- I. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- II. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)

- III. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 Haley Center as soon as possible. Telephone: 334-844-2096.
- IV. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- V. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

10. Important Dates & Deadlines

August 22	Week 1. First class session, introductions, syllabus, etc. "Introduction to Millennial students."
August 29	Week 2 – Online only. "More about Millennials" Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh (Student Services textbook) pp. 43-58 and assigned readings in Canvas folder "Week 2."
September 5	Week 3 – In-person meeting in Haley 2468. "The student affairs profession." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 61-119. Also, assigned readings in Canvas folder "Week 3." Quiz #1 available.
September 6	<i>Proposals for NASPA 2014 in Baltimore are due!</i>
September 12	Week 4 – Online only. "The profession (cont'd)." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 273-302 See assigned readings in Canvas folder "Week 4."
September 19	Week 5 – Online only. "Student learning and success." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 207-225 and 257-269. Also, assigned readings in Canvas folder "Week 5."
September 26	Week 6 – In-person meeting in Haley 2468. "Student development." Prepare for class and discussion by completing assigned reading(s) and posting in Canvas as directed. Read Schuh pp. 135-206. Assigned readings in Canvas folder "Week 6." Discuss <i>Job One</i> presentations. Quiz #2 available.
October 3	Week 7 – Online only. "Legal issues." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 120-134 and assigned readings Canvas folder "Week 7."

<i>October 4</i>	<i>Proposals for NASPA-AL 2014 State Conference in Bham are due!</i>
October 10	Week 8 – Online only. "Evaluation & assessment." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 321-334. Also, see assigned readings in Canvas folder "Week 8."
October 17	Week 9 – In-person meeting in Haley 2468. "Student life, Organizations, and Athletics." Complete assigned reading(s) and posting(s) in Canvas as directed. See assigned readings in Canvas folder "Week 9." Quiz #3 available.
October 24	Week 10 – Online only. "Leadership in student affairs." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 353-384 and pp. 468-496. See assigned readings in Canvas folder "Week 10."
October 31	Week 11 – In-person meeting in Haley 2468. "Technology." Prepare for discussion by completing assigned reading(s) and posting in Canvas as directed. Read Schuh pp. 515-533 and assigned readings in Canvas folder "Week 11."
November 7	Week 12 – Online only. "Advising & counseling services." Complete assigned reading(s) and posting(s) in Canvas as directed.. Read Schuh pp. 399-432 and assigned readings in Canvas folder "Week 12."
November 14	Week 13 – Online only. "The future of student affairs." Complete assigned reading(s) and posting(s) in Canvas as directed. Read Schuh pp. 534-546 and assigned readings in Canvas folder "Week 13." Quiz #4 available.
November 21	Week 14. In-person meeting in Haley 2468. "Senior student affairs administration." Prepare for discussion by completing assigned reading(s) and posting in Canvas as directed. Read Schuh pp. 303-320. Also, see readings in Canvas folder labeled "Week 14."
<i>November 25-29</i>	<i>No class. Thanksgiving Break!</i>
December 2 – 9	Final exam (available online in Canvas)

11. Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:

- Journal of Student Affairs Research and Practice (formerly NASPA Journal)
- Journal of College Student Development (a publication of the American College Personnel Association)
- About Campus (a publication of the American College Personnel Association)
- Journal of Counseling and Development (the journal of the American Counseling Association)
- Journal of Higher Education
- College Student Affairs Journal
- Change
- Leadership Exchange (NASPA)
- Chronicle of Higher Education
- New Directions for Student Services; Jossey-Bass, Inc., Publishers.
- The CAS Book of Professional Standards for higher education. (from the Council for the Advancement of Standards, Washington, D.C.)

12. Web sites related to Student Affairs, College Counseling, and Higher Education:

- American College Counseling Association (ACCA)
<http://www.collegecounseling.org>
- American College Personnel Association (ACPA) <http://www.myacpa.org>
- The Association of College and University Housing Officers-International (ACUHO-I) <http://www.acuho.ohio-state.edu/>
- Association for Student Judicial Affairs (ASJA) <http://asja.tamu.edu/>
- Council for the Advancement of Standards in Higher Education (CAS)
<http://www.cas.edu/index.htm>
- National Academic Advising Association (NACADA)
<http://www.nacada.ksu.edu/>

- National Association of Student Personnel Administrators (NASPA)
<http://www.naspa.org/>
- Chronicle of Higher Education ("The Chronicle") <http://chronicle.com>
- American Counseling Association (ACA) <http://www.counseling.org/>

Ideas for online postings and discussions

1. What is the issue?
2. What challenges does it raise?
3. What opportunities does it present?
4. What are some related issues?
5. How does this issue affect Student Affairs administrators-leaders-professionals?
6. What other groups does it affect?