
# AUBURN UNIVERSITY SYLLABUS

|  |  |  |
| --- | --- | --- |
| **1.** | **Course Number: Instructor:** | HIED 7236 (Online version of HIED 7230) Dr. David DiRamio |
|  | **Course Title**: **Credit Hours:** | Student Services Administration in Postsecondary Education 3 semester hours |
|  | **Class Meetings:** | N/A (asynchronous online content delivery). However, the “live” course meets on Thursdays 5:00 - 7:50 p.m. in Haley Center 2312 |
|  | **Canvas site:** | Meeting dates: 8/18, 9/8, 9/22, 10/20, 11/10, and 12/1 https://auburn.instructure.com/login |
|  | **Office:****Office Hours:** | Haley Center 4096, phone (334) 844-3065Mondays: 1:30 – 4:15 and Thursdays: 3:00 - 4:15 |
|  | **E-mail:** | and by appointment (preferred) diramio@auburn.edu |
|  | **Pre-/Co-requisites:** | None |

1. **Date Syllabus Prepared:** August 11, 2016
2. **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. (2014). *Job One 2.0: Understanding the next generation of student affairs professionals.* Lanham, MD: University Press of America, Inc. ISBN 9780761863526

1. **Course Description:** Hybrid course 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.
2. **Course Objectives.** Upon completion of this course, students will be able to:
	1. Demonstrate an understanding of the literature encompassing issues and concepts of student services;
	2. Demonstrate an understanding of student development theory;
	3. Critically examine student services management practices and organization; and
	4. Demonstrate understanding of effective planning, budgeting, and resource allocation for student services.

# Course Content

* 1. "Millennials and Gen Z’s": Consumers for college student services.
		1. A generational approach for understanding students and student development.
		2. Diversity, demographics, and "Balkanization."
		3. Teaching, learning, and Millennial students.
		4. Student "swirl" versus linear matriculation.
	2. The profession of college student affairs
		1. History, development, and guiding values.
		2. The student personnel point of view.
		3. CAS Guidelines for academic advising.
		4. Student affairs organization and function.
	3. Student development theory
		1. Student growth and learning: Identity and intellectual development.
		2. Moral and ethical development.
		3. Service learning and leadership opportunities.
		4. Mentoring.
	4. Cost and access
		1. Tuition.
		2. Financial aid.
		3. Need and merit.
		4. Working students.
	5. Emphasis on student learning and success
		1. Principles and strategies for enhancing student learning.
		2. Student affairs professionals as learning consultant.
		3. Orientation programs: a foundation for learning.
		4. Learning communities
		5. Learning styles
		6. Studying college impact.
	6. Admissions
		1. Enrollment management.
		2. Affirmative action.
		3. International students.
		4. Ethical standards and principles.
	7. Student life, organizations, and athletics
		1. Student organizations – leadership opportunities.
		2. Balancing learning, social responsibility, and fun.
		3. Greek-letter organizations
		4. Alcohol policies and programs.
	8. Technology
		1. Integration of technology with the management of student services.
		2. The electronic student.
		3. Using technology to promote student involvement.
		4. Legal, ethical, and policy issues related to technology.
	9. Legal issues
		1. Civil rights and Constitutional issues.
		2. Student conduct, due process, and judicial affairs.
		3. FERPA.
		4. Academic integrity.
	10. Evaluation & assessment
		1. Qualitative, quantitative, and mixed-methods.
		2. Outcomes measures
		3. Using technology in assessment and evaluation.
		4. Using research findings to inform SA practice.
	11. Advising & counseling services
		1. Academic and vocational counseling.
		2. Psychological counseling services.
		3. Health counseling services.
	12. Senior student affairs administration
		1. Leadership and vision in student affairs.
		2. Campus community relationships and partnerships.
		3. Staffing and organization at the college or university.
		4. Implications for the future.

# Course Requirements:

**I. Online Presence:** While traditional “attendance and class participation” per se are not required for the online version of my student services course, I expect you to be active and participatory in the HIED 7236 Canvas learning environment. I will occasionally check the statistics for each student’s online presence to confirm regular participation, which is essential for successful completion of the course and meeting course objectives. Active and mature participation includes viewing the posted lecture videos that are recorded from the most recent classes, as well as being engaged in the Discussion activities (asking questions, sharing experiences, and contributing to the online learning community that will form. You are part of that classroom community and the total learning environment depends upon the contributions of each individual.

1. **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.
2. **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”).
3. **Presentation based on "Job One" chapter.** Students shall prepare an online slide presentation (using PC/Mac “voice-over-slides” program, Prezi, Adobe Presenter, Camtasia, or other software) based on one the chapters in the "Job One" text. The chapter will be negotiated-assigned around mid-semester. The use of a metaphor and/or conceptual framework should be included in the presentation. Metaphors and conceptual frameworks will be discussed in a class video lecture (including examples).
4. **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.

# Grading and Evaluation Procedures:

The final grade for the course will be based on the following: Online presence.……………… 150 pts.

Weekly readings and

Canvas postings………… 200 pts. Quizzes (4 @50 pts.)……………… 200 pts. Job One presentation ………… 250 pts. Final Exam……………………….. 200 pts.

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

# Class Policy Statements:

* 1. 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.
	2. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
	3. 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.
	4. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
	5. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

# Important Dates & Deadlines

August 18 Week 1. First class session, introductions, syllabus, etc. "Introduction to Millennial students and Gen Z." View posted lecture video.

August 25 Week 2 –"More about Millennials and Gen Z" 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 1 Week 3 – “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."

September 8 Week 4 –"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." Quiz #1 available. View posted lecture video.

September 15 Week 5 – “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 22 Week 6 –"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 *Job One* presentations. Quiz #2 available. View posted lecture video.

September 29 Week 7 –"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."

October 6 Week 8 – "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 13 Week 9 – "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 20 Week 10 – "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." View posted lecture video.

October 27 Week 11 – "Technology." Prepare for discussion by completing assigned reading(s) and posting in Canvas as directed. Read Schuh pp. 515-533 and assigned readings Canvas folder "Week 11."

November 3 Week 12 – "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 10 Week 13 – "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. View posted lecture video.

November 17 Week 14. "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."

*November 21-25 Thanksgiving Break*

December 1 Week 15. Review for Final. View posted lecture video. (Final exam available online in Canvas after Thursday “live” class)

# 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.)

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

* American College Counseling Association (ACCA) [http://www.collegecounseling.org](http://www.collegecounseling.org/)
* American College Personnel Association (ACPA) [http://www.myacpa.org](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](http://chronicle.com/)
* American Counseling Association (ACA) <http://www.counseling.org/>

HIED 7230 (DiRamio) Questions

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?