**HIED 7230:**

**Student Services Administration Post-Secondary Education**

**Instructor Information**

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Office hours: By appointment

**Course Time and Location**

Tuesdays, 5:00pm – 7:50pm

Haley Center 2406

**Bulletin Description**

Organization, administration and evaluation of student personnel services in postsecondary education.

**Course Description**

This course is designed to introduce graduate students to student affairs as a field of practice. The course is organized around in-depth exploration of persistent and contemporary issues students should expect to encounter as student affairs educators. We will explore these issues using historical and philosophical underpinnings of the field; values, ethics, and standards espoused by student affairs educators; and theories and scholarship that guide student affairs practice. In doing so, we will develop an understanding of the field and our place in it.

**Course Objectives**

By the end of the course, students will be able to:

* Identify historical factors that shaped the development and evolution of student affairs.
* Articulate how student affairs practice contributes to the broader aims of higher education.
* Compare typical organizational structures of student affairs divisions across a variety of types of higher education institutions.
* Identify key functional areas within student affairs and describe at least one functional area in depth.
* Explain student affairs’ professional organizations and their purposes.
* Demonstrate reflective practices and discuss how he/she/ze uses reflection to develop academically and professionally.
* Apply APA guidelines accurately to written work.
* Understand the nuanced relationship between theory & practice
* Articulate their current level of professional competencies and design a plan for further developing competencies during and after graduate school.
* Describe the values and philosophy that guides their work as student affairs educators.

**Required Readings**

Readings represent a combination of classic and current literature in the field to provide context with breadth, depth, and the most recent thinking on key issues concerning student affairs. The following books are required:

Schuh, J.H., Jones, S.R., & Torres, V. (Eds.) (2016). *Student services: A handbook for the*

*profession* (6th ed.). Jossey-Bass.

Zhang, N. and Associates. (Eds.) (2016) Rentz’s student affairs practice in higher education. (5th ed.). Springfield, IL: Charles C. Thomas.

There will be conversation each week about current events in higher education. To contribute to these discussions, students will need to stay up to date by reading higher education news sources including The Chronicle of Higher Education, Inside Higher Ed, and other news sources.

**Assignment Approach**

The assignments identified for this course create space for students to explore the field and to

reflect on your professional values, beliefs, and competencies. This is also an opportunity to for

you to expand your professional network and to articulate your philosophy as a higher education administrator.

**Assignments Points Due Dates**

ACPA/NASPA Competencies Assessment

Competency #1 (Peer review) September 5

Competencies #1-5 Draft 5 September 12

Competencies #6-10 Draft 5 October 17

Final Competency Self-Assessment 25 November 14

Functional Area Presentations 20 Ongoing (see Appendix)

One Issue, Multiple Perspectives Paper 25 November 28

Personal Practice Philosophy Statement 20 December 5

**Grading Scale**

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F Below 60

**Course Expectations**

**Attendance & Participation:** This is a discussion course, not a lecture. Students are expected to engage actively and thoughtfully in the class sessions. To fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to deepen your understanding of the material. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

**Respect for Others:** In the course of our time together, many contentious topics should arise. Students should demonstrate respect for classmates and their unique perspectives and identities. Ground rules for communication include the following:

* Listen actively -- respect others when they are talking.
* Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
* Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
* Participate to the fullest of your ability -- growth depends on inclusion of every voice.
* The goal is not to agree -- it is to gain a deeper understanding.
* Be conscious of body language and nonverbal responses -- they can be as impactful as words.

**Deadlines:** Assignments are due at the assigned times and dates. Work turned in after the deadline will receive minimal feedback and a lower grade.

**APA:** Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one-inch margins, and be in twelve-point Times New Roman font. Deviations from APA style will result in a reduced grade on the assignment.

**Academic Honesty Code:** All students are expected to maintain high standards of academic integrity and adhere to both the letter and spirit of the [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf). All completed assignments must be original work for this course, must consist of original analysis and writing, and must include appropriate citations of others’ ideas. All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for details of this policy.

**Emergency Contingency:** If normal class is disrupted due to illness, emergency, or crisis (such as a COVID-19 outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Student Support**

**Accommodations**: Students who need accommodations should electronically submit their approved accommodations through AU Access and contact the instructor at the outset of the class so that appropriate arrangements can be made.For more information, visit: [Office of Accessibility - Auburn University](https://accessibility.auburn.edu/).

**Mental Health:** Students experiencing stress that feels unmanageable (personal or academic) during the semester may utilize Auburn University’s Student Counseling & Psychological Services. Students can schedule an appointment by calling (334) 844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic. Additional information can be found at <http://wp.auburn.edu/scs>.

**Course Schedule**

**Session 1 – August 22**

Topics:

* Introduction to the course
* Introductions to each other
* Course plan and requirements (review of the syllabus)
* Introduction to the ACPA/NASPA Professional Competencies

**Session 2 – August 29**

Topics:

* Understanding Institutions
* Historical Contexts of Student Affairs
* Origins of student affairs
* Evolution of student affairs over time

Assigned readings:

* Schuh, Jones, & Torres – Chapter 4 (Institutional Identity and Campus Culture)
* Schuh, Jones, & Torres – Chapter 2 (The History of Student Affairs)
* Zhang – Chapter 2 (A Historical Perspective of Higher Education and Student Affairs)

**Session 3 – September 5**

**Competency #1 (Peer review) due**

Topics:

* Personal & Ethical Foundations
* Philosophies and values in student affairs
* Personal values in practice
* Constructions of professionalism
* Navigating values conflicts

Assigned readings:

* Schuh, Jones, & Torres – Chapter 3 (Philosophies and Values)
* Schuh, Jones, & Torres – Chapter 6 (What is Ethical Professional Practice?)
* Schuh, Jones, & Torres – Chapter 22 (Professionalism)
* Zhang – Chapter 1 (The Philosophical Heritage of Student Affairs)
* NASPA / ACPA [Professional Competency Areas for Student Affairs Practitioners.](https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf)
* [NASPA’s Standards of Professional Practice](https://www.naspa.org/images/uploads/main/Standards_of_Professional_Practice.pdf)
* [ACPA’s Statement of Ethical Principles and Standards](https://myacpa.org/wp-content/uploads/2020/12/Ethical_Principles_Standards.pdf)
* Komives, S.R. (2015). Shaping the future: lessons from the past. *About Campus*, March-April, 2015 4-12.
* Perez, R. J. (2020). Comparing constructions of professionalism in student affairs graduate preparation programs. *Journal of Student Affairs Research and Practice.*

**Session 4 – September 12**

**Competencies #1-5 Draft due**

Topics:

* Student Development Theories

Assigned readings:

* Schuh, Jones, & Torres - Part 3 Introduction
* Schuh, Jones, & Torres – Chapter 8 (The Nature and Uses of Theory)
* Schuh, Jones, & Torres – Chapter 9 (Holistic Development)
* Schuh, Jones, & Torres – Chapter 10 (Cognitive Development)

**Session 5 – September 19**

Topics:

* The Structure of Student Affairs
* Organizational theory
* Assessment and Evaluation (include benchmarking)
* CAS Standards

Assigned readings:

* Schuh, Jones, & Harper – Chapter 16 (Framing Student Affairs Practice)
* Schuh, Jones, & Harper – Chapter 17 (Organization Structure and Functions)
* Schuh, Jones, & Torres – Chapter 19 (Assessment and Evaluation)
* Zhang – Chapter 7 (Student Learning Assessment)
* [CAS General Standards](https://www.cas.edu/generalstandards)

**Session 6 – September 26**

**In-Class Presentations:** **Student Conduct, Title IX**

Topics:

* Legal Foundations of Student Affairs
* Student Conduct
* Title IX
* FERPA
* Due Process

Assigned readings:

* Schuh, Jones, & Torres Chapter 7 (Legal Foundations and Issues)
* Zhang – Chapter 7 (Student Conduct)

**Session 7 – October 3**

**In-Class Presentations: Cares, Counseling Centers, Student Health Services**

Topics:

* Crisis Response & Critical Incidents
* Cares, Student Support
* Counseling Centers
* Student Health Services

Assigned readings:

* Schuh, Jones, & Torres Chapter 29 (Crisis Management)
* Schuh, Jones, & Torres Chapter 27 (Counseling and Helping Skills)
* Zhang – Chapter 6 (Counseling Centers)
* Zhang – Chapter 16 (Student Health Services)
* Treadwell, K. L. (2017). Learning from tragedy: Student affairs leadership following college campus disasters. *Journal of Student Affairs Research and Practice*, *54*(1), 42-54.

**Session 8 – October 10**

**In-Class Presentations: Academic Support, Career Services**

Topics:

* Partnerships with Academic Affairs
* Academic Advising
* Career Services

Assigned readings:

* Schuh, Jones, & Torres Chapter 21 (Academic and Student Affairs Partnerships)
* Zhang – Chapter 4 (Academic Advising)
* Zhang – Chapter 16 (Career Services)

**Session 9 – October 17**

**Competencies #6-10 Draft due**

**In-Class Presentations: Multicultural Affairs, Orientation, Parents**

Topics:

* Multicultural Affairs
* Orientation
* Parents

Assigned readings:

* Schuh, Jones, & Torres Chapter 30 (Designing Programs for Engaging Difference)
* Zhang – Chapter 8 (Multicultural Affairs and Special Support)
* Zhang – Chapter 9 (Orientation)

**Session 10 – October 24**

**In-Class Presentations: Fraternity & Sorority Life, Student Life Programs**

Topics:

* Fraternity & Sorority Life
* Student Life Programs

Assigned readings:

* Schuh, Jones, & Torres Chapter 28 (Advising Student Organizations)
* Zhang – Chapter 11 (Student Life Programs)
* Zhang – Chapter 12 (Fraternity & Sorority Life)

**Session 11 – October 31**

**In-Class Presentations: Enrollment Management, Financial Aid, Veterans**

Topics:

* Enrollment Management
* Student Financial Aid
* Veterans

Assigned readings:

* Zhang – Chapter 3 (From Admissions to Enrollment Management)
* Zhang – Chapter 12 (Student Financial Aid Practice)

**Session 12 – November 7**

Open Session

**Session 13 – November 14**

**Final Competency Self-Assessment due**

**In-Class Presentations: Residence Life, Recreation and Wellness**

Topics:

* Residence Life
* Recreation
* Health and Wellness

Assigned readings:

* Zhang – Chapter 10 (Residence Halls)
* Zhang – Chapter 13 (Collegiate Recreation)

**Session 14 – November 28**

**One Issue, Multiple Perspectives Paper due**

Topics:

* The future of Student Affairs

Assigned readings:

* Schuh, Jones, & Torres Chapter 33 (Shaping the Future)
* Zhang – Chapter 17 (Imagining the Future for Student Affairs…)
* [NASPA *The Compass Report: Charting the Future of Student Affairs*](https://5721802.fs1.hubspotusercontent-na1.net/hubfs/5721802/Download%20Files/The_Compass_Report_2022_Web.pdf)

**December 5**

**Personal Practice Philosophy Statement due**

**FUNCTIONAL AREA PRESENTATIONS**

**RATIONALE**

Practice in student affairs is shaped not only by institutional type and mission, but by the

functional area(s) one works within. As you explore careers in student affairs, it is beneficial to

learn about working in various areas of the field. Doing so may help you make informed choices

about the functional areas you hope to work in and to will provide you with some working

knowledge about your colleagues’ practice.

**ASSIGNMENT**

Students will be assigned a functional area on which to present. Our presentations will focus on the following areas:

* Student Conduct
* Title IX
* Cares
* Counseling Centers
* Student Health Services
* Academic Support
* Career Services
* Multicultural Affairs
* Veterans
* Orientation
* Parents
* Fraternity & Sorority Life
* Student Life Programs
* Enrollment Management
* Financial Aid
* Residence Life
* Recreation and Wellness

The following will be required of each presenting group:

* Identify and read at least three other current sources (published within the past five years) about the functional area (these can be other book chapters or research articles); APA citations should be included in presentation.
* Review the websites for this functional area at three different institutions (this cannot include Auburn, an institution where you attended, or an institution where you worked).
* Review information from a professional organization that specifically supports this work in this functional area as well as professional organizations (e.g., ACPA, NASPA) that provide committee/commission support for the functional area.

Presentations should serve as a general overview of the functional area and highlight important

elements for practitioners to gain a greater understanding of that area. Your group should be

prepared to share such information as common structural elements of the functional area (such as goals, staffing, facilities, etc.) as well as identify current “hot topics” or issues under discussion. In other words, what in the current literature seems important for someone who might want to work in this functional area to know?

Presentations will be approximately 25-30 minutes long, which includes content delivery and

peer engagement opportunities and discussions. Your group may use PowerPoint or other media to highlight the content of their session and to engage participants.

**EVALUATIVE CRITERIA**

Your grade will be determined by:

* Your abilities to synthesize and analyze the information you gather about your functional area through the literature, your exploration of institutional websites, and examining professional association resources.
* Your ability to identify key issues and topics for consideration for those who want to work in this functional area.
* Your ability to facilitate/engage the group.
* Your ability to provoke thought and enhance understanding of your functional area.
* The overall clarity of your presentation and any associated materials.

Additionally, you will receive peer feedback on your presentation.

**DUE DATES:**

September 26: Student Conduct, Title IX

October 3: Cares, Counseling Centers, Student Health Services

October 10: Academic Support, Career Services

October 17: Multicultural Affairs, Orientation, Parents

October 24: Fraternity & Sorority Life, Student Life Programs

October 31: Enrollment Management, Financial Aid, Veterans

November 14: Residence Life, Recreation and Wellness

**ONE ISSUE, MULTIPLE PERSPECTIVES PAPER**

**RATIONALE**

Working in student affairs is complicated and how individuals approach problems of practice may be influenced by an array of factors such as their position/role, socially constructed identities, professional pathways, educational background, institutional type/mission, and other

lived experiences. It is important to explore and understand multiple viewpoints and challenge that student affairs educators encounter in their practice.

**ASSIGNMENT**

Identify one critical student affairs issue and conduct 2-3 interviews gathering perspectives on

this issue. Two of your interviews should be with student affairs educators, and if you choose to conduct a third interview you speak to a student, faculty member, or third student affairs

educator. Some topics may lend themselves to speaking to a student or a faculty member, while

others are less relevant or central to these individuals. As you select student affairs educators to speak with, the goal is to identify multiple viewpoints.

Examples of varied viewpoints might be:

* Two individuals in the same office but at different organizational levels (i.e., entry-level
* admissions counselor and director of recruitment)
* Two individuals in similar positions at two different institutions (a hall director at a
* small, private college and hall director at a large, research institution)
* Two individuals in two different areas (i.e., staff member in academic advising and staff
* member in multicultural student affairs).
* Two individuals in similar roles who hold different socially constructed identities.

Selected participants may not be from Auburn, an institution you attended, or an institution where you worked.

The paper should be approximately 5-7 double spaced pages of content exclusive of cover page

and references. Your paper should include the following elements:

* *Introduction:* Provide support for/justification of your topic – in other words, why is this a critical issue in student affairs? Cite at least three scholarly sources (i.e., peer-reviewed journals) to support your idea.
* *Interview summaries:* What did you learn from the interviews? (2-3 pages)
* *Interview analysis:* What were the similarities and differences in their perspectives based on the interviews? What conclusion did these insights bring you towards? (2-3 pages)

**EVALUATIVE CRITERIA**

Your paper will be evaluated based the clarity and substance of your issue description and interview summaries, the quality of your analysis, the organization and quality of your writing, and your adherence to APA guidelines.

**DUE DATE** November 28

**COMPETENCIES SELF-ASSESSMENT**

**RATIONALE**

The ACPA/NASPA Competencies reflect the knowledge and skills and that are essential to good practice in student affairs. As you explore your career in student affairs, it is important to engage in self-reflection about your current level of competency in each area, to identify areas of strength and challenge, and to create a plan for future professional development.

**ASSIGNMENT**

Throughout the semester, you will engage in a process of self-assessing your current level of

competency in the areas described key to student affairs practice by ACPA/NASPA. Each

competency draft should include:

* A “brief” definition of the competency
* A statement of your current competency level (i.e., pre-foundational, foundational, intermediate, advanced) and why (give examples)
* Your thoughts on your next steps for advancement within the competency.

Each competency self-assessment should be at least one “full,” double-spaced page and no

longer than three pages.

You will submit drafts of your competencies for feedback and will then submit a final version at

the end of the semester. The final version of your competencies should also include an

introduction and a conclusion to situate your self-evaluation. For example, your introduction

might explore how you become interested in student affairs and your conclusion might provide

some insight on what kind of work you hope you do after graduation and the key areas of growth you’ve identified going forward.

**EVALUATIVE CRITERIA**

Your self-assessment will be graded based upon the depth of your reflection, your use of

evidence or examples to support your self-assessments, the ability to create a plan for future

development, and the overall quality and clarity of your writing

**DUE DATES:**

September 5 One competency draft of your choice for peer review

September 12 Competencies #1-5 Draft

Advising and Supporting; Social Justice and Inclusion; Organizational and

Human Resources; Personal and Ethical Foundations; Values, History, and Philosophy

October 17 Competencies #6-10 Draft

Assessment, Evaluation, and Research; Law, Policy, and Governance; Leadership; Student Learning and Development; Technology

November 14 Final Competency Self-Assessment

**PERSONAL PRACTICE PHILOSOPHY STATEMENT**

**RATIONALE**

While this course is designed to help you understand student affairs and its underpinnings (e.g.,

history, purpose, values), it is imperative for you to develop your own personal philosophy of

what it means to work in the field. Your philosophy may change over the course of your

education and career, but it is useful to articulate now as a starting point to guide your practice.

**ASSIGNMENT**

You will craft a 3-5 page double-spaced essay on your personal philosophy of student affairs

work. You may make some references to outside sources if you like, but this is largely a

reflective piece. You can also use visual elements (e.g., images, figures) to help readers understand your philosophy.

As you develop your philosophy, the questions below might be helpful for you to consider.

However, you should not answer them in order. Rather you can use them to craft a coherent

statement that reflects your approach to working in student affairs.

* What personal beliefs, values, identities, ethics, or goals are centered in your work? Why? How do these elements show up in your practice?
* Why did you enter the field of student affairs? What purposes drive you?
* What do you value in your work and in the field of student affairs?
* What do you believe about students and their learning and development? Why? How do you put that into practice?
* What is the purpose of higher education? What is the purpose of student affairs? How do
* you contribute to either/both of those missions?
* What are your professional goals (short, middle, and/or long-term)? Why these goals?
* What personal strengths or attributes do you see yourself contributing? What skills do you want to develop and why?
* How have your beliefs, values, goals changed over time? How have these changed affected your practices?

As you write your statement be sure to articulate not only what you believe about student affairs practice but how you enact your philosophy.

For your own learning, you may want to revisit this paper throughout your professional career, to see if your philosophies have shifted as you gain new knowledge and further experience. It may also be helpful to continually refine your philosophy as you and your understanding of your

practice shift, change, and/or evolve.

**EVALUATIVE CRITERIA**

Your statement will be graded based upon the depth of your reflection, your use of evidence or

examples to illustrate your philosophy, and the overall quality and clarity of your writing.

**DUE DATE** December 5