**HIED 7230:**

**Student Services Administration Post-Secondary Education**

**Instructor Information**

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Office hours: By appointment

**Course Time and Location**

Tuesdays, 5:00 pm – 7:50 pm

Haley Center 3332

**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 an 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 various 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.
* 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 guide 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 a conversation each week about current events in higher education. To contribute to these discussions, students must 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 you to explore the field and to

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

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

**Assignments Points Due Dates**

Current Events Discussions 150 Ongoing

Online Discussions 150 Ongoing

ACPA/NASPA Competencies Assessment

Competency #1 (Peer review) 0 September 3

Competencies #1-5 Draft 50 September 10

Final Competency Self-Assessment 250 December 3

Functional Area Focus

Presentation 150 Ongoing

Paper 250 November 12

**Total 1000**

**Grading Scale**

A 90-100 / 900-1000 points

B 80-89 / 800-890 points

C 70-79 / 700-790 points

D 60-69 / 600-690 points

F Below 60 / 599 or less points

**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 before class, identify the 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 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:** Many contentious topics might arise during our time together. 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 the inclusion of every voice.
* The goal is not to agree but rather 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 an automatic 10-point 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 academic integrity standards and adhere to 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, consist of original analysis and writing, and 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.

**Artificial Intelligence:** In this course, students are permitted to use Generative AI Tools such as Microsoft Copilot, ChatGPT, Claude, or Gemini for specific assignments. AI may be used for online discussions and functional area assignments to help generate ideas, to proofread work, and to design presentations. For the competencies assessment, AI should only be use to proofread the work. To maintain academic integrity, students must disclose any use of AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate the use of a Generative AI Tool: “The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following way(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment].”

**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 course completion. 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 to make appropriate arrangements.For more information, visit: the [Office of Accessibility.](https://accessibility.auburn.edu/)

**Mental Health:** Students experiencing stress that feels unmanageable (personal or academic) during the semester may utilize [Student Counseling & Psychological Services](https://scps.auburn.edu/). 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. **Course Schedule**

**Session 1 – August 20**

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 27**

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 (Institution 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 3**

**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 10**

**Competencies 1-5 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 17**

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 24**

**In-Class Presentations: Orientation, Veterans**

Topics:

* Enrollment Management
* Student Financial Aid
* Orientation
* Veterans

Assigned readings:

* Zhang – Chapter 3 (From Admissions to Enrollment Management)
* Zhang – Chapter 12 (Student Financial Aid Practice)
* Zhang – Chapter 9 (Orientation)
* Summerlot, J., Green, S.-M., & Parker, D. (2009). Student Veterans Organizations. New Directions for Student Services, 126, 71–79.
* Moon, T. L., & Schma, G. A. (2011). A Proactive Approach to Serving Military and Veteran Students. New Directions for Higher Education, 153, 53–60.

**Session 7 – October 1**

**In-Class Presentations: Multicultural Programs, Student Life Programs**

Topics:

* Multicultural Programs
* Student Life Programs

Assigned readings:

* Schuh, Jones, & Torres - Chapter 28 (Advising Student Organizations)
* Zhang – Chapter 11 (Student Life Programs)
* Schuh, Jones, & Torres - Chapter 30 (Designing Programs for Engaging Difference)
* Zhang – Chapter 8 (Multicultural Affairs and Special Support)

**Session 8 – October 8**

**In-Class Presentations: Residence Life, Campus Recreation**

Topics:

* Residence Life
* Campus Recreation

Assigned readings:

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

**Session 9 – October 15**

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

Topics:

* Partnerships with Academic Affairs
* Academic Support
* 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 10 – October 22**

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

Topics:

* Counseling Centers
* Student Health Services

Assigned readings:

* Schuh, Jones, & Torres Chapter 27 (Counseling and Helping Skills)
* Zhang – Chapter 6 (Counseling Centers)
* Zhang – Chapter 16 (Student Health Services)

**Session 11 – October 29**

**In-Class Presentations: Cares, Parents**

Topics:

* Crisis Response & Critical Incidents
* Cares, Student Support
* Parents

Assigned readings:

* Schuh, Jones, & Torres Chapter 29 (Crisis Management)
* Hollingsworth, K. R., Dunkle, J. H., & Douce, L. (2009). The High-Risk (Disturbed and Disturbing) College Student. New Directions for Student Services, 128, 37–54.
* Callahan, C. M., & Fox, E. K. (2008). Student Death Protocols: A Practitioner’s Perspective. New Directions for Student Services, 121, 87–95.
* Wartman, K. L., & Savage, M. (2008). Parental Involvement in Higher Education: Understanding the Relationship among Students, Parents, and the Institution. ASHE Higher Education Report, Volume 33, Number 6. *ASHE Higher Education Report*, *33*(6), 1–125.

**Session 12 – November 5**

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

Topics:

* Legal Foundations of Student Affairs
* Student Conduct
* Title IX
* FERPA
* Due Process
* Fraternity & Sorority Life

Assigned readings:

* Schuh, Jones, & Torres Chapter 7 (Legal Foundations and Issues)
* Zhang – Chapter 7 (Student Conduct)
* Zhang – Chapter 12 (Fraternity & Sorority Life)

**Session 13 – November 12**

**Functional Area Focus 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)

**Session 14 – November 19; Open Session**

**December 3**

**Final Competency Self-Assessment due**

**COMPETENCIES SELF-ASSESSMENT**

**RATIONALE**

The ACPA/NASPA Competencies reflect the knowledge and skills essential to good student affairs practice. As you explore your career in student affairs, it is important to reflect on your current level of competency in each area, identify areas of strength and challenge, and 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 as key to student affairs practice by ACPA/NASPA.

**Draft Competency – Due September 3**

Your first component of the assignment will be to assess your knowledge of one of the eleven competencies. Each competency self-assessment should be at least one “full,” double-spaced page and no longer than three pages.

Each competency 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.

You will bring 2 printed copies of this draft to class on September 3 to share with peer reviewers.

**Competencies 1-5 Draft – Due September 12**

This draft will include:

* Introduction to the assignment with a high-level overview of what to expect.
* Background description sharing insight about your student affairs experiences as a student, master’s student, professional, etc. Include in this background any important events or activities that affect your perspective.
* Each of the 5 competencies as a separate section with its own heading

Conclusion to the assignment that briefly restates the information shared. It should also provide some insight into what kind of work you hope to do after graduation and the key areas of growth you’ve identified going forward.

**Final Paper – Due December 3**

This paper will include the introduction, background, all competencies, and a conclusion.

**EVALUATIVE CRITERIA**

Your self-assessment will be graded based on 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.

**FUNCTIONAL AREA FOCUS**

**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.

Students will be assigned one of the following functional areas on which to focus.

* Student Conduct
* Cares
* Counseling Centers
* Student Health Services
* Academic Support
* Career Services
* Multicultural Affairs
* Veterans
* Parent Programs
* Fraternity & Sorority Life
* Student Life Programs
* Residence Life
* Recreation and Wellness
* Orientation

Note: It is highly encouraged that student select a focus area that is not the office where they work. These assignments should help to teach you about an area that is new to you.

**ASSIGNMENTS**

There are 2 assignments (a class presentation and a submitted paper) students will complete focusing on their assigned functional area.

Students are expected to gain significant knowledge of their functional area and to serve as the in-class expert on that unit and how it operates. Students will use this knowledge of their functional area to lead online discussion, provide a class presentation, and write a comprehensive paper.

**Sources**

To gain knowledge in this area, students will select at least 5 peer-reviewed journal articles from the past ten years to learn about this area. Recommended journals include:

* [About Campus](https://aboutcampus.myacpa.org/)
* [The Review of Higher Education](https://www.press.jhu.edu/journals/review-higher-education)
* [Journal of Student Affairs Research and Practice](https://naspa.org/journals/journal-of-student-affairs-research-and-practice)

**Interviews**

Students must also interview 3 professionals from 3 different universities working in this functional area. 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. Exploring and understanding multiple viewpoints and challenges that student affairs educators encounter in their practice is important.

**Benchmark**

Students will also spend time learning about 5 other universities to learn about the programs and resources they provide. The purpose of the benchmark is to find the commonalities and differences between similar offices on other campuses. Students should select other SEC, ACC, or Big 10 universities. Auburn should not be used, nor should any university where you previously worked or studied.

**Class Presentation**

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. You 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 should be approximately 25-30 minutes long, including content delivery and

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

Information that should be shared in the class presentation and submitted paper includes:

* Focus area of the unit including major services or programs typically provided.
* Typical staff structure, professional organizations, required certifications, professional development, and any other information related to staffing.
* Understanding of the CAS Standards or other accreditation standards used to measure this functional area.
* Current challenges facing the staff working in this functional area.

**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, interviews with professionals in the field, exploration of institutional websites, and examination of 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 class.
* Your ability to provoke thought and enhance understanding of your functional area.
* The overall clarity of your presentation and any associated materials.

**DUE DATES:**

September 24: Orientation, Veterans

October 1: Student Life Programs, Multicultural Programs

October 8: Residence Life, Campus Recreation

October 15: Academic Support, Career Services

October 22: Counseling Centers, Student Health Services

October 29: Cares, Parents

November 5: Fraternity & Sorority Life, Student Conduct

November 12: Paper Due