



## AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** EDLD 7230 (Hybrid)  
**Instructor:** Dr. David DiRamio  
**Course Title:** Student Services Administration in Postsecondary Education  
**Credit Hours:** 3 semester hours  
**Class Meetings:** Wednesdays, 5:00 - 7:50 pm, Haley Center 3174  
Meeting dates: 1/12, 1/26, 2/16, 3/9, 3/30, 4/20  
**Blackboard site:** blackboard.auburn.edu  
**Office:** Haley Center 4096, phone (334) 844-3065  
**Office Hours:** Tuesdays and Wednesdays: 2:00 - 4:45; and by appointment  
**E-mail:** diramio@auburn.edu  
**Pre-/Co-requisites:** None
2. **Date Syllabus Prepared:** January 2, 2011
3. **Required Texts (2):** Komives, S. R., Woodard, D. B., Jr., & Associates. (2003). *Student services: A handbook for the profession* (4th ed.). San Francisco, CA: Jossey-Bass. ISBN 0-7879-6050-0  
  
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 EDLD 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 Blackboard Postings.** Post online a short reflection about an assigned reading. Assigned readings are posted weekly by the instructor and include sections from the textbook (*Komives*), 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 “EDLD 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 (“Komives”).
- IV. **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 2/16 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 Blackboard 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 Blackboard postings.....	200 pts.
Quizzes (4 @50 pts.).....	200 pts.
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

January 12	Week 1. First class session, introductions, syllabus, etc. "Introduction to Millennial students."
January 19	Week 2 – Online only. "More about Millennial students" (cont'd). Complete assigned reading(s) and posting(s) in Blackboard as directed. Read Komives (Student Services textbook) pp. 45-62 and assigned readings in Blackboard folder "Week 2."
January 26	Week 3 – In-person meeting in Haley 3174. "The profession." Complete assigned reading(s) and posting(s) in Blackboard as directed. Read Komives pp. 65-127 and pp. 339-357. Also, assigned readings in Blackboard folder "Week 3." Quiz #1 available.
February 2	Week 4 – Online only. "Cost and access." Complete assigned reading(s) and posting(s) in Blackboard as directed. See assigned readings in Blackboard folder "Week 4."
February 9	Week 5 – Online only. "Student learning and success." Complete assigned reading(s) and posting(s) in Blackboard as directed. Read Komives pp. 234-268 and 317-335. Also, assigned readings in Blackboard folder "Week 5."
February 16	Week 6 – In-person meeting in Haley 3174. "Student development." Prepare for class and discussion by completing assigned reading(s) and posting in Blackboard as directed. Read Komives pp. 153-233. Assigned readings in Blackboard folder "Week 6." Quiz #2 available. Discuss <i>Job One</i> presentations.
February 23	Week 7 – Online only. "Legal issues." Complete assigned reading(s) and posting(s) in Blackboard as directed. Read Komives pp. 128-149 and assigned readings Blackboard folder "Week 7."
March 2	Week 8 – Online only. "Evaluation & assessment." Complete assigned reading(s) and posting(s) in Blackboard as directed. Read Komives pp. 555-572 and 595-636. Also, see assigned readings in Blackboard folder "Week 8."
March 9	Week 9 – In-person meeting in Haley 3174. "Student life, Organizations, and Athletics." Complete assigned reading(s) and posting(s) in Blackboard as directed. See assigned readings in Blackboard folder "Week 9." Quiz #3 available.
March 16	<i>No class. Spring Break!</i>

March 23	Week 10 – Online only. "Admissions." Complete assigned reading(s) and posting(s) in Blackboard as directed. See assigned readings in Blackboard folder "Week 10."
March 30	Week 11 – In-person meeting in Haley 3174. "Technology." Prepare for discussion by completing assigned reading(s) and posting in Blackboard as directed. Read Komives pp. 379-396 and assigned readings Blackboard folder "Week 11." Quiz #3 available.
April 6	Week 12 – Online only. "Advising & counseling services." Complete assigned reading(s) and posting(s) in Blackboard as directed.. Read Komives pp. 484-524 and assigned readings in Blackboard folder "Week 12." Quiz #4 available.
April 13	Week 13 – Online only. "Student conduct & judicial affairs." Complete assigned reading(s) and posting(s) in Blackboard as directed. See assigned readings in Blackboard folder "Week 13."
April 20	Week 14. In-person meeting in Haley 2435. "Senior student affairs administration." Prepare for discussion by completing assigned reading(s) and posting in Blackboard as directed. Read Komives pp. 358-378, 397-420, and 637-655. Also, see readings in Blackboard folder labeled "Week 14."
April 27 – May 3	Final exam (available online in Blackboard)

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

- NASPA Journal (National Association of Student Personnel Administrators)
- 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

- 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?