

Student Services Administration in Postsecondary Education

HIED 7230 Course Syllabus

Spring 2013
Wednesday, 5pm-7:50pm
Haley Center, Room 3224

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Course Overview

This course is an exploration of theory, research, and practices of student affairs organizations. Throughout the course, we will examine theories, practices, organization, administration, and assessment of student affairs organizations within higher education. This course provides a broad overview that will assist administrators in understanding the complexities and current issues facing student affairs organizations.

More specifically, the contents of the course will examine the following topics: history of higher education and student affairs, cost and access, student development theory, student learning and success, legal issues, diversity and multiculturalism, organizational structures, accountability, and future trends.

Course Goals

The goals for this course are to provide students with an introduction to, and deeper understanding of:

1. The history and purpose of student affairs organizations.
2. A selection of student development theories that guide the work of student affairs professionals.
3. Legal implications affecting higher education, in particular student affairs.
4. Access and finance issues affecting higher education and student affairs.
5. The variety of organizational structures within student affairs.
6. Accountability and assessment within student affairs.
7. Future trends affecting student affairs organizations.

Course Requirements

This course is designed as a seminar in which students engage in discussions based on issues raised in the readings and other course experiences. Students are viewed as partners in assuming responsibility for making the class discussions engaging, rich, and provocative. Each participant is expected to do the following:

1. Attend all classes prepared to discuss the readings.
2. Participate in class activities and discussions.
3. Submit 3 professionally written memos that address a topic covered in the course. Memos should be written from a pre-determined student affairs position and include a proposal for a new initiative or program, or an improvement to a currently existing program. Include a basis for your proposal that is based on research and literature.
4. Give a group presentation on one theory discussed in the readings. This presentation should describe the theory, discuss the history of that theory and what influenced the creation of the theory, how the theory could be used, and an actual example of the theory in practice.
5. Complete a paper of 2,500 words or less (about 7 pages) about your area of student affairs focus, include relevant research about the area and identify a minimum of one best practice organization. Include an analysis of why this program/institution is considered a best practice using both course readings and other supplemental materials.
6. Give a final presentation of your paper on a best practice organization/program.

Final grades will be determined according to the following formula:

Class participation.....	10%
Memo #1	5%
Memo #2	10%
Memo #3	10%
Theory Presentation.....	20%
7-Page Paper	30%
Paper presentation	15%

The following grading scale will be used:

- 90 - 100 % = A
80 – 89.9% = B
70 – 79.9% = C
60 – 69.9% = D
Below 60% = F

Assignment details

Memos – Professional memo proposing a new program/initiative or improvements to a currently existing program. For this assignment the participants in the class will write a professional memo to their supervisor that outlines the needs for a new or improved program, service, or initiative. The memo should include background on the current status, utilize research and literature to support the proposal, incorporate relevant theories, and include other pertinent information such as a staffing plan, areas of responsibility, learning outcomes, budget, and other information relevant to the proposed idea.

Theoretical Presentation. Students will be placed in small groups and provided with one theory relevant to college students, environments, or organizations. Small groups will provide a 7-10 minute presentation on one theory that includes a description of the theory, how and why this theory evolved, a discussion of the uses of that theory in terms of student affairs/student life, and the impact this theory has had on the field.

Final Paper – About 7-pages. Each student is required to identify and analyze a currently existing program or service within a Division of Student Affairs that addresses a topic discussed in class. The Program's assessment data should be analyzed and utilized within the paper. The paper should outline the background on the area or topic the program addresses, outline the program, and articulate why (using research and literature) that this program is considered a best practice.

Final Presentation. Each student is required to orally present their final paper, providing a comprehensive presentation of the areas outlined in the final paper, that include: background on the area of topic, a description of the program that was studied, a description of the current assessment data and what that data indicates, and why (using research and literature) that this program is considered a best practice.

Required Readings

Schuh, J.H., Jones, S.R., & Harper, S.R. (2011). *Student services: A handbook for the profession*. 5th Edition. San Francisco: Jossey-Bass.

Manning, K., Kinzie, J., & Schuh, J. (2006). *One size does not fit all*. New York: Routledge.

Additional required reading available on Canvas.

Recommended Reading

Optional: This resource may be helpful in your graduate school writing efforts.

Zinsser, W. (2006). *On writing well: The classic guide to writing nonfiction*. New York: HarperCollins.

January 9: Week 1 - Course Introduction

January 16: Week 2 – History of American Higher Education and Student Affairs

Readings:

Gasman, M. & Thelin, J.R. (2011). Historical overview of American higher education. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 3-23.) San Francisco: Jossey Bass.

Griffin, K.A. & Hurtado, S.. (2011). Institutional variety in American Higher Education. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 24-42.) San Francisco: Jossey Bass.

Dungy, G. & Gordon, S.A. (2011). The development of student affairs. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 61-79.) San Francisco: Jossey Bass.

January 23: Week 3 – Theoretical Framework

*Group Presentations

Readings:

Jones, S.R. & Abes, E.S. (2011). The nature and uses of theory. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 149-167.) San Francisco: Jossey Bass.

Evans, N.L. (2011). Psychosocial and cognitive-structural perspectives on student development. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 168-186.) San Francisco: Jossey Bass.

Torres, V. (2011). Perspectives on identity development. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 187-206.) San Francisco: Jossey Bass.

January 30: Week 4 – Theoretical Framework

*Group Presentations

Readings:

King, P.M. & Baxter Magolda, M.B. (2011). Student learning. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 207-225.) San Francisco: Jossey Bass.

Kezar, A. (2011). Organizational theory. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 226-241.) San Francisco: Jossey Bass.

Renn, K.A. & Patton, L.D. (2011). Campus ecology and environments. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 242-256.) San Francisco: Jossey Bass.

Kuh, G. (2011). Student success. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 257-269.) San Francisco: Jossey Bass.

February 6: Week 5 – Diversity and Multiculturalism

**Don't forget to complete 3 memos throughout the semester!*

Readings:

Chang, M.J., Milem, J.F., & Antonio, A.L. (2011). Campus Climate and diversity. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 43-58.) San Francisco: Jossey Bass.

ONLINE: Gurin, P., Dey, E.L., Hurtado, S., & Gurin, G. (2002). Diversity and higher education: Theory and impact on educational outcomes. *Harvard Educational Review*, 72(3), pp 330-366.

***Don't forget to complete 3 memos throughout the semester!**

February 13: Week 6 – Legal Issues and Policies Affecting Student Affairs

Readings:

Pavela, G. (2011). Selected legal issues. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 120-134.) San Francisco: Jossey Bass.

WEBSITE: GI Bill Information: http://www.gibill.va.gov/benefits/post_911_gibill/index.html

WEBSITE: FERPA: <http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>

ONLINE: Dickstein, G. and Christensen, A.N. (2008). Addressing student well-being and mental health. In J.M. Lancaster and Waryold, D.M. (Eds.), *Student conduct practice: The complete guide for student affairs professionals*. (pp. 216-240). Sterling: Stylus Publishing.

ONLINE: Ali, R. (2010, October, 26). [Letter to Colleagues]. United States Department of Education, Office for Civil Rights, Washington, DC.

ONLINE: Ali, R. (2011, April 4). [Letter to Colleagues]. United States Department of Education, Office for Civil Rights, Washington, DC.

February 20: Week 7 – Legal Issues and Policies Affecting Student Affairs

Guest Lecturers: *Dr. Brandon Frye, Director, Student Development*
 Dr. Aileen Perez, Coordinator, Student Conduct

Readings:

ONLINE: Paterson, B.G. & Kibler, W.L. (2008). Laws, policies, and mandates. In J.M. Lancaster and Waryold, D.M. (Eds.), *Student conduct practice: The complete guide for student affairs professionals*. (pp. 71-96). Sterling: Stylus Publishing.

ONLINE: Lowery, J.W. (2008). Incivility on college campuses. In J.M. Lancaster and Waryold, D.M. (Eds.), *Student conduct practice: The complete guide for student affairs professionals*. (pp. 175-201). Sterling: Stylus Publishing.

ONLINE: Schuster, S.K., Bird, L.E., and Mackin, M.B. (2008). First Amendment Issues. In J.M. Lancaster and Waryold, D.M. (Eds.), *Student conduct practice: The complete guide for student affairs professionals*. (pp. 202-215). Sterling: Stylus Publishing.

February 27: Week 8– Access and Finance within the University

Readings:

ONLINE: Measuring Up Report Card 2008

ONLINE: Claar, J.M. and Scott, H.J. (2003). Comparing financials issues in public and private institutions. In J.H.Schuh (Ed.), *Contemporary financial issues in student affairs*, New Directions for Higher Education, 103, pp. 17-29. San Francisco: Jossey-Bass.

March 6: Week 9 - Finance and Student Affairs

Readings:

Schuh, J.H. (2011). Financing student affairs. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 303-320.) San Francisco: Jossey Bass.

ONLINE: Schuh, J.H. (2003). The financial environment of student affairs. In J.H.Schuh (Ed.), *Contemporary financial issues in student affairs*, New Directions for Higher Education, 103, pp. 3-16. San Francisco: Jossey-Bass.

March 13: Week 10 – No Class. * Spring Break *****

March 20: Week 11 – No Class. * NASPA National Conference *****

March 27: Week 12 - Organizational Structures

Readings:

Manning, K., Kinzie, J., & Schuh, J. (2006). *One size does not fit all*. New York: Routledge.

April 3: Week 13 - Student Affairs Accountability Movement

Readings:

ONLINE: Schuh, J.H., & Upcraft, M.L. (2001). *Assessment practice in student affairs: An applications manual*. San Francisco: Jossey-Bass. Chapter 1, pp. 3-17)

ONLINE: National Association of Student Personnel Administrators and the American College Personnel Association (2004). *Learning reconsidered: A campus-wide focus on the student experience*. http://www.naspa.org/MEMBERSHIP/mem/PUBS/EBOOKS/lr_long.pdf

ONLINE: Collins, K.M. (2012). The future of student learning in student affairs. In K.M. Collins and D.M. Roberts (Eds.), *Learning is not a sprint: Assessing and documenting student leader learning in cocurricular involvement*. (pp. 185-196.) Washington, DC: NASPA.

April 10: Week 14 – Future Trends and Issues

Readings:

Sax, L.J. & Harper, C.E. (2011). Using research to inform practice: Considering conditional effects of college. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 449-514.) San Francisco: Jossey Bass.

Martinez Aleman, A.M. & Lynk Wartman, K. (2011). Student technology use and student affairs practice. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 515-533.) San Francisco: Jossey Bass.

Jones, S.R., Harper, S.R., Schuh, J.H. (2011). Shaping the future. In J.H. Schuh, S.R. Jones, and S.R. Harper. (Eds.), *Student services: A handbook for the profession*. (5th Ed., pp. 43-58.) San Francisco: Jossey Bass.

April 17: Week 15 – Final Presentations

April 24: Week 16 – Final Presentations

May 1: Week 17 – Final Papers Due

Finals papers are due by 4:45pm in the Vice President for Student Affairs Suite, 3248 Auburn University Student Center.