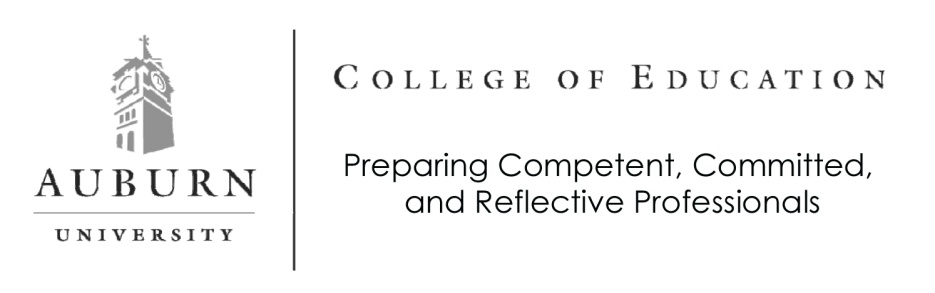
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AUBURN UNIVERSITY

**SYLLABUS**

**Course Number:** HIED 7230 (Spring 2017)

**Instructor:** Bobby R. Woodard, Ph.D.

**Course Title**: Student Services Administration in Postsecondary Education

**Credit Hours:** 3 semester hours

**Class Meetings:** Wednesday, 12:00pm – 3:00pm in Haley Center 2454

**Office:**  Student Center Suite 3248, phone (334) 844-8880

**Office Hours:** By appointment

**E-mail:** [bwoodard@auburn.edu](mailto:bwoodard@auburn.edu) (Subject Line: HIED 7230)

**Pre-/Co-requisites:** None

**Required Text:** Schuh, J. H., & Jones, S. R. (2010). *Student services: A handbook*

*for the profession* (5th ed.). San Francisco, CA: Jossey-Bass.

ISBN 0470454989

**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.

**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.

**Expectations:**

**Class participation/attendance:**

To meet the learning objectives stated above, students must be present, prepared, and participate actively in the discussions and experiential aspects of the course. Attendance, promptness, preparation, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. In the event of illness, emergency, or other situations resulting in your absence, you are expected to contact the instructors in advance whenever possible, or as soon as possible thereafter. **Treat class as you would a job; notify the instructor as you would a supervisor.** If you miss more than one class period, or are repeatedly late, your final grade may be affected. There will also be occasional unannounced quizzes and other assessment mechanisms intended to reflect your preparation for class. Up to ten percent of your final grade is based on the expectation of your preparation for and full participation in every class; if your preparation or participation are not as expected, points will be deducted from your final semester total, and your grade will be affected accordingly.

* Excellent – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking. Results on quizzes/assessments reflect strong preparation for class and grasp of material. (no deduction)
* Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than evidence of study, thought, and reflection. Occasional lapses of attention/inappropriate use of technology. Results on quizzes/assessments reflect adequate preparation and/or uneven grasp of material. (2-4 %.)
* Marginal – Passive participation including being present, awake, attentive, but not actively involved. Frequent lapses of attention/inappropriate use of technology. Results on quizzes/assessments reflect minimal preparation and/or limited grasp of material. (5-8 %)
* Unsatisfactory – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the progress of the discussion, exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contributions of others. Results on quizzes/assessments reflect lack of preparation and inadequate grasp of material. (9-10 %)

**Class behavior:**

In addition to coming to class on time and being prepared, students are expected to demonstrate respect and support for each other. Student affairs is a profession that values collaboration, civility, mutual assistance, and appreciation of differences, and students are expected to exhibit these characteristics. This includes paying attention when others are speaking or presenting, giving honest and appropriate feedback, and maintaining a positive attitude. Students are also expected to demonstrate a reasonable level of professionalism in their dress (e.g., no hats). Use of cell phones, including text messaging, is unacceptable in class; in the rare situation where work or personal needs require you to be on call, please keep the ringer off and let the instructors know that you may need to leave the room to take a call. When possible, please wait until the break or when class is over to return calls. Use of laptops during class is permitted only for note-taking and designated class activities; students may be requested to submit notes to the instructor after class if there is reason to believe that you are using your laptop for non-class-related activities during class. If this becomes a problem, the opportunity to use laptops in class may be lost, either for the individual or for the full class.

Please keep in mind that research shows that when one student is on-line for non-class-related activities, students sitting nearby are also distracted, and their grades can suffer (Sana, Weston, & Cepeda, 2013). Responsible use of laptops in class is important not only for your learning and success, but also for that of your cohort members.

**Course Requirements:**

I. **Class Participation and Canvas Postings – 150pts.**  Post online short reflection/comments about an assigned reading. Additional readings may be posted by instructor. 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.

II. **Organizational Chart Development – 150 pts.** Each student will create a Division of Student Affairs organizational chart for a campus of their choice or a fictional campus. The student will determine what functional units should be included in the division, titles of the professionals, and responsibilities of each unit. A brief explanation will be added to the chart to provide rationale. Certain students will be asked to present their charts in class for discussion.

III. **Issue of the Week – 200 pts.**  Each student will be required to share various credible web-based (Chronicle, Inside Higher Education, reputable newspaper sources, etc.) selections from the recommended texts, and/or journal articles for issues that are relevant to the profession. By Friday of each week, you will need to send the article(s) to the class and make a preliminary post in the “Weekly Issue Discussion Board” that asks at least two thought provoking questions. Such as:

* What is the primary issue and how is it relevant to the field of higher education and student affairs?
* What are broader implications of this issue or topic if not addressed adequately?
* If the issue has been resolved, would you agree or disagree with the handling of the issue?
* As an administrator, how might you articulate your concerns to the appropriate university official?

Each student must respond at least once by Wednesday. As the moderator, it is expected you engage at a higher level on your topic. **Be sure to communicate with the other students that have a topic the same week as you so that you are not posting the same topic.**

IV. **Functional area presentation activity – 250 pts.**

* You and your partner will be assigned a functional area typically found in a division of student affairs.
* Part 1: Prepare a 15 minute overview presentation about the functional area. Consider creative options beyond a simple PowerPoint presentation geared toward incoming students and their families that could be presented on an orientation website. Consider your audience: What should your audience know about your department? How can you increase students’ interest/awareness of the services your office provides?
* Part 2: Prepare an executive summary on the topic, including a list of resources, for distribution to your classmates. You should include at least five current literature sources that you used to develop your presentation and video. These can be drawn from a breadth of sources both scholarly and professional. Within your sources, include articles/sources that focus on the following:
  + 1. information that examines the history of the functional area and the reason it exists as it does
    2. articles that incorporate theory into practice related to the unit
    3. sources to inform your colleagues about current issues facing the functional unit

For each resource, include a brief (3-5 sentence) description of its topic, nature (e.g., research, description of practice), main points, and usefulness.

V. **Exams.** Two exams will be given during this course that will cover assigned reading, class content, and discussions. Both exams will assess your ability to synthesize, evaluate, and apply the theoretical models that you have learned in understanding and in the practice of student affairs. The format may include both objective and essay items. The midterm will cover material from the beginning of the semester until the week before the midterm. The final will be comprehensive from the entire course.

**Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Class participation/

Canvas posting 150 pts.

Organizational Chart 150 pts.

Issue of the Week 200 pts.

Functional Area Presentation 250 pts.

Exams 250 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:**

I. Students are expected to attend all class meetings and participate in all classroom exercises. 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.

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 will apply in this class.

V. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

**Important Dates & Deadlines**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date/**  **Week** | **Topics** | **Readings/Speakers** | **Assignment Due Dates** |
| 1/11  Wk. 1 | **Course introduction and overview**   * Introduction * Syllabus * Q&A * ‘Top of Desk’ * Free Speech Case |  |  |
| 1/18  Wk. 2 | * Basics * Professionalism * Research | SJH, ch. 27 & 29  [Principles of Good Practice in Student Affairs](http://www.naspa.org/images/uploads/main/Principles_of_Good_Practice_in_Student_Affairs.pdf) |  |
| 1/25  Wk. 3 | **History of Higher Education** | SJH, ch. Preface, 1, & 3 |  |
| 2/1  Wk. 4 | **Student Affairs Philosophy, Values, and Foundations, Part 1** | SJH, ch. 4 & 5  <http://ul2.bgsu.edu/sahp/pages/resources2.html> Chronology |  |
| 2/8  Wk. 5 | **Student Affairs Philosophy, Values, and Foundations, Part 2**   * Intentional Practice * Professional Competencies * Professional associations | **Online – Class Will Not Meet! You have to post by the Wednesday at 12:00pm**  SJH , ch. 16  [Professional Competencies](http://www.naspa.org/images/uploads/main/Professional_Competencies.pdf) (Read Introduction and review competencies most closely related to your assistantship/position)  [CAS Characteristics of Individual Excellence](http://www.cas.edu/files/IndividualExcellence.pdf) |  |
| 2/15  Wk. 6 | **Ethical Standards,**  **Legal Issues** | SJH, ch. 6 & 7  [ACPA Statement of Ethical Principles](http://www.myacpa.org/sites/default/files/Ethical_Principles_Standards.pdf)  [NASPA Standards of Professional Practice](https://www.naspa.org/about/student-affairs/ethical-professional-practice)  [CAS Statement of Shared Ethical Principles](http://www.cas.edu/ethics) |  |
| 2/22  Wk. 7 | **Organizing Student Affairs through Structure, Financing, and Functional Areas** | **Online – Class Will Not Meet! You have to post by the Wednesday at 12:00pm**  SJH, ch. 2, 12, 15, & 17  [CAS General Standards](http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A) |  |
| 3/1  Wk. 8 | **Who are College Students?**  **Student Learning & Success** | SJH, ch. 11 & 14 | **Organizational Chart Due** |
| 3/8  Wk 9 | **Mid-term exam** |  | **Exam –**  **Room TBA** |
| 3/15 | **Spring Break** | NASPA |  |
| 3/22  Wk. 10 | **Current Campus Issues:**   * Student Retention * Assessment | **Online – Class Will Not Meet! You have to post by the Wednesday at 12:00pm**  SJH, ch. 18 |  |
| 3/29  Wk. 11 | **Current Campus Issues:**   * Environmental Issues * Sexual Violence | SJH, ch. 13   * [http://chronicle.com/article/Why-Colleges-Are-on-the-Hook/146943.](http://chronicle.com/article/Why-Colleges-Are-on-the-Hook/146943) |  |
| 4/5  Wk. 12 | **Faculty Culture;**  **SA & AA Collaboration;**  **Technology** | **Online – Class Will Not Meet! You have to post by the Wednesday at 12:00pm**  SJH, ch. 28, 30 |  |
| 4/12  Wk. 13 | **Functional area presentations** |  | **Presentations** |
| 4/19  Wk. 14 | **Functional area presentations** |  | **Presentations** |
| 4/26  Wk. 15 | **Future Issues in Student Affairs** | SJH, ch. 31   * <http://www.luminafoundation.org/looking-back-to-move-forward> |  |
| 5/3 | **Final exam** |  | **Exam**  **Room TBA** |

11. 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:

* Association of Public & Land-Grant Universities (APLU) [www.aplu.org](http://www.aplu.org)
* 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/