**HIED 7236**

**Student Services Administration in Postsecondary Education**

**Summer 2019**

**Course Instructor Information**

Crystal E. Garcia

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**Office Hours**

I am holding office hours on Tuesdays from 3-4:15pm and Wednesdays from 2:00 pm - 3:45 pm (unless otherwise noted). I recommend pre-scheduling an appointment via the following:

calendly.com/cegarcia

These meetings can take place in person, by phone, or online via Zoom, Skype, or Google Hangouts. I am also available to chat by appointment on different days. Email me to schedule a time if my posted office hours do not work for your schedule.

I will attempt to respond to emails within 48 hours unless I am at a conference or away from my computer for some reason (I will let you know). If you have an urgent concern (e.g. a professional/personal crisis, an urgent question about an upcoming assignment), please put “Urgent” in the subject line of your e-mail to me. I ask for your best judgment to not overuse this, so that I can respond quickly to those messages that are truly urgent.

**Course Information**

**Credit Hours:** 3 semester hours

**Canvas site:** https://auburn.instructure.com

**Class Meetings:**  Online

**Prerequisites:** None

**Required Texts (2):**

Schuh, J. H., Jones, S., & Torres, V. (Eds.). (2017).*Student services: A handbook for the profession* (6th ed.). San Francisco, CA: Jossey-Bass. ISBN-13: 978-1119049593, ISBN-10: 1119049598

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433805615

*Additional required readings will be distributed by the professor or posted in the Files tab on Canvas.*

**Changes to the Syllabus**

This Syllabus was last updated on May 16, 2018. Any addendums made to this syllabus will be announced on Canvas, via email, and in person during class.

**Course Description**

This course will delve into the theories, practices, organization, administration, and evaluation of student personnel services in postsecondary education. The course offers training essential to the preparation of the successful administrator in student affairs. Student needs and services as well as the complexities of decision making for student affairs administrators are explored.

**Course Objectives**

Upon completion of this course, students will:

1. Demonstrate an understanding of the major historical, philosophical, ethical, cultural, and research foundations of higher education that inform student affairs practice;
2. demonstrate the ability to articulate the inherent values and ethics of the student affairs profession;
3. describe the core competencies and skills associated with effective student affairs practice;
4. understand the roles and contributions of student affairs professionals in higher education settings and the contributions of student affairs functional areas to the educational purposes of colleges and universities;
5. know the current and emerging professional issues in student affairs and higher education*;*
6. begin to develop a professional identity and philosophy as a student affairs administrator*;*
7. demonstrate scholarly skills through critical reading and analysis, creative inquiry, and familiarity with literature and research related to student affairs work*.*

**Critical Studies Student Learning Outcomes:**

1. Students will critically reflect on their own beliefs and values as they relate to commitments to equity and social justice in education.

2. Students will articulate and enact anti-oppressive (e.g., anti-racist, anti-sexist, anti-transphobic, anti-heterosexist, anti-misogynist, anti-xenophobic, anti-imperialist, anti-ableist, anti-classist) perspectives in education.

3. Students will understand and apply critical theoretical perspectives from education, humanities, and social sciences scholarship to analyze and critique systems of oppression, domination, marginalization, exploitation, silencing, and subjugation.

5. Students will critique oppression at the systemic and institutional levels, recognizing the complex interactions between systems and institutions and the individuals who work/reside in those systems and institutions.

7. Students will develop pedagogical, conceptual, and methodological skills relevant to transforming educational practices, structures, and institutions towards equity and justice.

**Teaching Philosophy**

As an instructor, my goal is to recognize and promote the shared roles among myself and my students in constructing meaning from course content, to construct engaging and relevant course assignments, to challenge my students to critically evaluate dimensions of higher education, and to continuously evaluate and improve my practices. I believe the instructor and students share roles in constructing meaning within an educational setting (whether that be in a face-to-face or online setting). Therefore, classes will not involve long lectures in which I tell students what the “most important/pertinent” aspects of our readings are. I expect our class sessions to be based in dialogue in which we co-create knowledge. I also recognize that students come from diverse backgrounds and bring an array of personal and professional experiences with them to the classroom. Therefore, my aim is to provide opportunities for dialogue and discussion whenever possible, emphasize the value in individual perspectives, and encourage open and honest communication.

**Assignments and Attendance**

All assignments should be submitted by the start of class on the day they are due as noted in the syllabus. But, I know life happens. If you must hand in work late on occasion due to an unforeseen issue, please discuss the situation with me PRIOR (meaning more than 24 hrs) to the due date. No incompletes will be given in this class except for major, unexpected emergencies and only after consultation with me. Late assignments that were unapproved will receive a 10 point deduction.

**Course Policy Statements**

**Basic Needs Accommodations:** Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

**Excused Absences**

Students are granted excused absences from class for the following reasons:  Illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for University classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays.  Students who wish to have an excused absence from this class for any other reason must contact the instructor in advance of the absence to request permission.  The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence.  Appropriate documentation for all excused absences is required.  Please see the [*Student Policy eHandbook*](http://www.auburn.edu/student_info/student_policies/) for more information on excused absences (<http://www.auburn.edu/student_info/student_policies/>).

**Make-Up Policy:**Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences.  Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, assignments will be due within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up work will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy**:  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.

**Disability Accommodations**: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Respect for Diversity**

It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for treatment of materials/issues/people with respect to gender/gender expression, sexuality, disability, age, religion, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Feedback and suggestions about how our community is maintaining respect for diversity are invited.

Students who target or make derogatory comments about an individual based on any of these social identities or towards any social identity group will be issued a warning. Continuance after a warning may be grounds for removal from the course. In order to promote a welcoming and fruitful learning environment, I also reserve the right as instructor to remove any online posts deemed offensive by me. Students who are concerned about the posting of another student may address that student directly in an email or posting and are encouraged to notify me as well.

**Mutual Respect and Consideration**

We may discuss topics that may be uncomfortable to you or to your peers. Please respect one another’s experiences and viewpoints. Your experience may be different from theirs but that is far from making someone else’s experiences wrong. When you speak about your opinions, speak only for yourself – please refrain from speaking on behalf of a group of people or from asking your peers to speak on behalf of a group of people.

As the discussion occurs, people may share personal experiences. Please respect confidentiality by not taking class discussions outside of the class, particularly if it is about the experiences of others. You may ask an individual or the class permission to share experiences discussed outside the space it was originally shared.

**Grading**

**All written assignments are expected to conform to the guidelines and reference formats specified in the Publication Manual of the American Psychological Association (6th ed.). All work must be typed, double-spaced, 1-inch margins, using 12-point font (preferably Times New Roman) and include a cover page—all following APA guidelines. Abstracts are not required unless specified otherwise by the instructor. Submit assignments through Canvas. Papers should be submitted in Microsoft Word (not PDF).** Rubrics used for grading will be available online on Canvas and will be based on the criteria provided in the assignment descriptions in addition to formatting (APA use and page limits).

Because higher education professionals are expected to possess good writing skills, written assignments will be graded on their technical quality as well as content. All written assignments should be carefully proofread for spelling, grammar, and APA style. If your writing skills are not strong, I urge you to seek outside help to improve them. You may take advantage of the university writing resources (<http://wp.auburn.edu/writing/writing-center/>) or ask peers if they would be willing to provide you feedback (offer to trade papers and review for each other—I do this before submitting articles for publication).

Grades will be assigned based on the following percentages:

1. Introduction 6%
2. Community Engagement 29%

3. Live Sessions 10%

1. Student Affairs Social Justice Issue Analysis 15%
2. SA Professional Philosophy Paper 20%
3. SA Functional Area Presentation & Peer Feedback 20%

The following grading scale will be used:

90 - 100 = A

80 – 89.99 = B

70 – 79.99 = C

60 – 69.99 = D

Below 60 = F

**Assignments**

**1. Introduction Project**

***Assignment Value***

Percent of total grade: 6%

***Assignment Due Date***

Sunday, May 20 by 11:59pm CST

***Assignment Goal:***

Allow students to introduce themselves to the class and begin to understand what every person brings to the learning space.

***Assignment Description***:

This assignment involves two components:

1. Introduce yourself to the instructor and to the class by posting an infographic to the discussion board—we need to know about each other as part of our community building!
2. Respond to at least two of your peers’ introductions

To complete your introduction, create an infographic about you that answers the questions below. A good, free tool is Piktochart (<http://piktochart.com/>). Your infographic should be posted to the Canvas discussion online. When you post, insert it as a photo.

In the infographic, you should tell us about the following:

* Preferred Name
* Pronouns (He/Him, She/Her, Ze/Hir, none, etc) - \*If you feel comfortable sharing these
* Academic Background
* Professional Experience, Current Professional Environment (Position and Institution)
* Personal Interests
* Professional Goals
* Concerns/Considerations you have coming into the class
* What you hope to get out of this course or what you are most interested in learning about

**Community Engagement**

***Assignment Value***

Percent of total grade: 29%

***Assignment Due Date***

* Initial discussion posts are due by Thursday of each module at 5:00pm CST
* Peer responses are due by the Sunday of each module at 11:59pm CST

***Assignment Goal***

To cultivate a strong and supportive community in which all students can learn and be challenged.

***Assignment Description***:

As a community of learners, we are responsible for creating and sustaining an effective learning community. Each of us has to contributions that are valuable to the course. Thus, you are expected to actively participate in this class from an informed and insightful perspective.

Each module (Beginning with module 1), I will pose a question, video, or image on the discussion board. You should respond by developing an audio recorded or written response depending on the instructions for that particular discussion. Written responses should include a paragraph response (of **3-5 sentences**) to the prompt including a reference to our reading. Your post should include the following:

* First, you make a **CLAIM** (a statement, your argument, your perspective) about an idea, theory, or statement related to the texts we are reading that week.
* Next, you support your claim with **EVIDENCE** in the form of an idea or quote pulled from the text. Be sure to cite your source per APA!
* Finally, provide an **ANALYSIS** by explaining how your quotation supports the point you are making about the idea, theory, or statement in the readings.

**You are also required to respond to at least two of your classmates’ postings for each section**. Your replies to your classmates can be shorter and do not require a quotation although you are encouraged to do so if it supports your response. These posts should add substance to the conversation. A sentence saying you agree or believe your peer made a good point does not count toward this requirement. I recommend logging in multiple times each week to respond and engage with your classmates. Posting responses late in a module period makes it difficult for other class members to review feedback and formulate comments/questions.

Students may earn up to 100 points for each module - 50 points for submitting the original discussion prompt and 25 points for each substantial peer response. The overall engagement score will be an average of grades for each module.

**Live Sessions**

***Assignment Value***

Percent of total grade: 10% (5% for each required session)

***Assignment Due Date***

Sessions: May 29, 12-12:45pm; June 3, 12-12:45pm; June 13, 3-3:45pm

Sign up for sessions on discussion board by 5/20

***Assignment Goal***

To engage students in conversations with experienced student affairs professionals.

***Assignment Description***:

We will have three live sessions scheduled during the semester. Each session will be 45 minutes in length, 30 minutes will feature a student affairs guest speaker followed by 15 minutes of check-in time with the class. Each learner is expected to participate in **at least** **TWO of these scheduled** synchronous sessions (try to attend all if possible!). The synchronous sessions will be hosted via Zoom video conferencing technology. I will post the Zoom link in our course Canvas announcements.

\*To ensure we have representation at all sessions (since these professionals are dedicating their work time to our learning), students are expected to commit to the sessions they plan to attend as their grade in the live session discussion board on Canvas by 5/20 at 12:00pm CST. If you are unable to attend any of the sessions, you must contact the instructor at the beginning of the semester with your rationale for an alternative assignment.

**SA Social Justice Issue Analysis**

***Assignment Value***

Percent of total grade: 15%

***Assignment Due Date***

Wednesday, June 12 by 11:59pm CST

***Assignment Goal***

The purpose of this assignment is to challenge students to effectively analyze, critique, and understand current social justice issues faced by student affairs administrators.

***Assignment Description***:

You will first read an article provided by the instructor that focuses on a particular social justice issue within student affairs. Using our course readings, you will analyze the issue and its implications for student affairs practice. An excellent analysis will include a brief summary of the issue at hand as described within the article (1-2 paragraphs) while the majority of your analysis will provide a discussion of the following:

* How does the issue implicate student services?
* What professional or ethical foundations of the field are connected to this issue?
* Discuss at least three specific examples of how student affairs administrators could address this issue within their work.
* What implications might this issue present for the future of higher education?

Please do not list out these questions and answer them in bullet form. Rather, use them as a jumping-off point to develop a well-written discussion and evaluation of the issue.

**This assignment should be between 4-6 pages in length not including the title page and references. A minimum of 5 scholarly sources are required in your analysis (not including the news article). Be sure to properly cite the news article and any other sources used in the analysis.**

**Functional Area Presentation and Peer Feedback**

***Assignment Value***

Percent of total grade: 15% for presentation 5% for peer feedback

***Assignment Due Date***

Functional Area Presentation due Thursday, May 30 by 5:00pm CST

Peer feedback due Sunday, June 2 by 11:59pm CST

***Assignment Goal***

The purpose of this assignment is to increase class members’ understanding of several student affairs functional areas (e.g., campus recreation, student activities, etc.).

***Assignment Description***:

Students will select a student affairs functional area on the first day of class and will construct a 3-minute presentation to share electronically with the class. Information for the presentation should be drawn from scholarly literature/a review of professional websites—not your opinion/unresearched understanding of the position. All presentations MUST include at least 5 scholarly sources.

The primary question to be addressed in the presentation is, “What is most important for the students in the class (student affairs professionals) to know/understand about the functional area?” At minimum the presentation should include:

* A general overview of the functional area including purpose and goals of the work - what’s involved?;
* Rewards and challenges of work in this area (draw from current events, scholarly literature, etc.);
* Equity, inclusivity & social justice issues related to the functional area (draw from current events, scholarly literature, etc.);
* APA citations as needed.

The presentation should include an audio recording of your voice presenting the information. Presentations should be creative and engaging!

Student Affairs Functional Areas (not a complete list – you may select other options)

* Student counseling services
* Campus recreation
* Greek Life
* Multicultural centers
* Health and wellness
* Discipline and judicial affairs
* Leadership development
* Services for students with disabilities
* New student services
* Student center
* Residence life
* Advocacy and support programs
	+ Women and gender resource centers
	+ Veteran student services
	+ International student services
	+ LGBTQ+ resource centers
* Student involvement (campus organizations, campus government, etc.)
* Campus activities
* Study abroad programs

**Peer Evaluations**

* Students will have one week to view at least three peer presentations and provide feedback in the discussion board to your peers. This should not be a simple “good job” or “I liked this presentation” – add substance to the conversation. Instead, feedback should be a thoughtfully written comment that adds something of value to the conversation or presents a question for thought that moves our ways of thinking forward.

**SA Professional Philosophy Paper**

***Assignment Value***

Percent of total grade: 20%

***Assignment Due Date***

Wednesday, June 19 by 11:59pm CST

***Assignment Goal***

The purpose of this assignment is to help students begin to articulate their own attitudes and beliefs concerning the field of student affairs. Additionally, this paper will facilitate the process as students develop or continue to develop their own identities and career aspirations as student affairs professionals/educators.

***Assignment Description***:

Students will write **a 5-7 page paper** (not including title and reference pages) discussing their personal philosophy and current understanding of student affairs, including the role played by student affairs professionals in relation to students and as part of the higher education community. More specifically, this paper should address the following areas:

**Your Student Affairs Philosophy**

* What is your personal philosophy of student affairs? In other words, my personal philosophy of student affairs is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.
* What role do you believe is/should be played by student affairs professionals in relation to students and why?
* What role does/should student affairs play within the higher education community and what is the basis for your perceptions (citations)?

**The Influence of Your Student Affairs Philosophy on Your Practice**

* How do your values and beliefs inform how you view the roles in SA work?
* How does your personal philosophy of student affairs influence your work (or future work) with students, peers, colleagues, faculty members, supervisors, parents, and administrators?
* How do your values and beliefs affect your relationships with students, peers, colleagues, faculty members, supervisors, parents, and administrators?

**Your Future Philosophy**

* How do you believe your personal philosophy of student affairs will change, if at all, in the future?
* What do you plan to do to challenge your thinking about student affairs work and your values and beliefs of the student affairs profession?

\*\*Students should incorporate their own perspectives and experiences as needed to support their philosophy, but should also refer to course readings, citing sources appropriately. **You must use at least five (5) scholarly sources in your paper, but I recommend using more for a stronger paper overall.**

**Course Schedule**

**May 16-19 Module 0: Welcome and Setting the Stage**

*Readings/Activities*

* Syllabus and course structure
* Live session sign up
* Introductions

Resource to skim/review

* ACPA/NASPA Professional Competency Areas and Competencies Rubric

*Assignments:*

* *Introduction post and peer responses due by Monday, May 20 at 12pm CST*
* *SA functional area sign-up discussion post due by Monday, May 20 at 12pm CST*
* *Live session sign-up discussion post due by Monday, May 20 at 12pm CST*

**May 20-26** **Module 1:** **Personal & Ethical Foundations, Philosophy & History**

*Readings/Activities*

* Schuh, Jones, & Torres Chapters 1, 2, 3, & 7

Resources to skim/review

* CAS Statement of Shared Ethical Principles
* ACPA Ethical Principles & Standards

*Assignments:*

* *Initial discussion post by Thursday, May 23 at 5pm CST*
* Peer discussion responses by Sunday, May 26 *at 11:59pm CST*

**May 27-June 2 Module 2: Social Justice and Inclusion in Student Affairs**

*Readings/Activities*

* ***Live Session Guest Speaker- May 29 12:00pm-12:45pm CST***
* Schuh, Jones, & Torres Chapters 5, 12, 23, 30
* Watt (2007) – available in Canvas files

*Assignments:*

* *Functional Area Presentation due Thursday, May 30 by 5pm CST*
* *Initial discussion post by Thursday, May 30 at 5pm CST*
* Peer discussion responses by Sunday, June 2 *at 11:59pm CST*
* Peer functional area presentation feedback by Sunday, June 2 at 11:59pm CST

**June 3-9 Module 3: Campus Environments, Student Success, and AER**

*Readings/Activities*

* ***Live Session Guest Speaker- June 3 12:00pm-12:45pm CST***
* Schuh, Jones, & Torres Chapters 13, 14, 15, 19
* Schuh, Biddix, Dean, & Kinzie (2016) – available in Canvas files

*Assignments:*

* *Initial discussion post by Thursday, June 6 at 5pm CST*
* Peer discussion responses by Sunday, June 9 *at 11:59pm CST*

**June 10-16 Module 4: Student Learning and Development**

*Readings/Activities*

* ***Live Session Guest Speaker- June 10 12:00pm-12:45pm CST***
* Schuh, Jones, & Torres Part Three Intro Theoretical Bases of the Profession (pp. 121-136), Chapters 9, 10, 11, 26, 27

*Assignments:*

* SA Social Justice Issue Analysis by Wednesday, June 12 at 11:59pm CST
* *Initial discussion post by Thursday, June 13 at 5pm CST*
* Peer discussion responses by Sunday, June 16 *at 11:59pm CST*

**June 17-19 Course Wrap-Up**

* SA Professional Philosophy Paper by Wednesday, June 19 at 11:59pm CST