EDUC 537-81: Student Development Services in Higher Education- Fall 2017 *(Credit Hours: 3)*	
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Office: Capers Hall 332-C	**Class Meetings:** Room 213 Thursdays 8/10/17 - 10/5/16 4:00p to 9:00p
Email (preferred, and fastest): Email typically returned in 24 business hrs. **Telephone:** 843-693-9269 (c)	**Office Hours:** • By appointment

REQUIRED TEXTBOOKS:
Schuh, Jones, Harper, & Associates (2016). *Student Services: A Handbook for the Profession*, 6th Ed. San Francisco: Jossey-Bass.

Students may find this edition through The Citadel Bookstore or Abe Books, Amazon.com and other book resale sites.

COURSE DESCRIPTION: Overview of the historical development of the counseling and student affairs profession, as well as ethical codes and skills needed to succeed in the profession.

STUDENT INFORMATION: This course is a core requirement for the Graduate Certificate in Student Affairs and the Counselor Education M.Ed. degree with a concentration in Student Affairs and College Counseling.

Memberships associated with the Profession of Counseling and Student Development:
- American Counseling Association (ACA)
- American College Personnel Association (ACPA)
- Association of Student Conduct Administration (ASCA)
- National Association Student Affairs Administrators (NASPA)
- Southern Association College Student Affairs (SACSA)
- South Carolina College Personnel Association (SCCPA)
- National Association Student Affairs Professionals (NASAP)
- South Carolina Counseling Association (SCCA)
- Tri-County Counseling Association (TCCA)

CONCEPTUAL BASE: Developing Principled Educational Leaders

The Citadel's Professional Education Unit prepares **principled educational leader**s to be **knowledgeable, reflective,** and **ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;

- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that <u>all</u> students succeed in a learner-centered environment; and

- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates and our advanced programs for professional educators, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where <u>all</u> children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective,** and **ethical professionals**:

Knowledgeable *Principled Educational Leaders*…

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective *Principled Educational Leaders*…

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical *Principled Educational Leaders*…

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

LEARNING AND DEVELOPMENTAL GOALS, EVALUATION METHODS and

CORRELATION TO THE CONCEPTUAL BASE:
The course will provide students with the following CACREP Standards and The School of Education conceptual framework (CF):

1. Understands the historical and philosophical origins of the student development services profession and the major developments that influenced the evolution of the profession**. CACREP SACC A.1; CF 1**
2. Knows the diversity of roles, functions and settings of student affairs professionals and counselors working in postsecondary education. **CACREP SACC A.3, 4, 9; CF 7**
3. Knows professional organizations, preparation standards and credentials that are relevant to the practice of college counseling and student development. **CACREP SACC A.5; CF 5**
4. Understands ethical and legal considerations specifically related to the practice of college counseling and student development**. CF 10, 12**
5. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development. **CACREP SACC D.2, F.1, 5; CF 7, 10**
6. Recognizes current trends in higher education and the diverse character of postsecondary education environments. **CACREP SACC A.7;CF 1**
7. Understands strategies and leadership required for services encompassed by college student development in postsecondary education. **CACREP SACC D.2; CF 3**
8. Demonstrates an understanding of the psychological impact of disasters on students, faculty and institutions. **CACREP SACC A.12, C.4, D.3; CF 11**
9. Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education. **CACREP SACC C.2, D.3, 5, F.1; CF 7, 8, 12**
10. Recognizes the need to screen for, assess and manage suicide risk for students in postsecondary education. **CACREP SACC D.3, 4; CF 7, 10**
11. Demonstrates the ability to design, implement and evaluate programs of wellness promotion, prevention, treatment and intervention services for students in postsecondary education. **CACREP SACC D.3, D.6;CF 7**
12. Recognizes the special needs of students in postsecondary education (e.g., resident, commuter, distance learners, students with a disability, adult learners, student athletes, international, and first-generation students. **CACREP SACC D.5, E.5, F.1, 2, H.1;CF 7,13**
13. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment. **CACREP SACC D.5; CF 13**
14. Understands how to critically evaluate research relevant to the practice of college counseling and student development. **CACREP SACC H.2, I.1,CF 8, 10**
15. Knows models of program evaluations for college counseling and student development that include measures for learning processes and outcomes and assessment of postsecondary environments and organizations. **CACREP SACC B.6, H.2, I.2, 3; CF 1**
16. Develops measureable outcomes for college counseling and student development activities. **CACREP SACC B.6, H.2; CF 10**
17. Assesses and interprets research ethics and legal implications of research that includes a human subjects review. **CF 10**

Legend: C=CACREP Student Affairs & College Counseling 2009 Standards. CF=Conceptual Framework Objectives.

CLASS EXPECTATIONS

Class Professionalism
One of the most important aspects of the education profession is that of professionalism. Preparation and active participation in class are signs of professionalism. The college policies will be followed at all times.

Disability Disclosure
If you are a student with a disability and need accommodations for this class, please contact Dr. Jane Warner in 103 Thompson Hall at 843-953-6877 to schedule an appointment. If your request for accommodations has already been approved and you have your accommodations letters, please meet with me during my offices hours as soon as possible.

Honor Statement
As a professional educator, integrity is an expectation.   Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code.   Available at: http://citadel.edu/r3/honor/manual.shtml

"I will not lie, cheat, or steal, or tolerate those who do."

Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question. This class will follow The Citadel *Honor Manual* regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

The Format of the Course:

1. Weekly meetings: Thursdays from 4:00p to 9:00p.
2. Citlearn (Blackboard)

   Visit the Citlearn Student Orientation
   https://citlearn.blackboard.com/bbcswebdav/courses/Citlearn_student_Resource_Center/Orientation/welcome_1.html

   - **Log into CitLearn** and open the link that corresponds to this course
     - https://citlearn.blackboard.com/webapps/login/?new_loc=%2Fwebapps%2Fportal%2Fframeset.jsp

   - **Have questions about logging in?** Please review the information on the Student tab on Lesesne Gateway, or contact the IT Help Center for further assistance, 843-953-HELP.

Attendance/Participation/Course Engagement. Student will be graded on performance of the course activities. Since this is a 1st nine weeks class, the course will move rapidly. Therefore, please review the assignments below, log-in regularly, work steadily, and use personal time management skills. Only in the event of very serious and extenuating circumstances will the acceptance of late assignments be considered, for partial credit. 10% reductions for each day.

Journals that May Be Useful for Completing Assignments:

Become practiced finding research and other articles on the library databases. E.g., try entering*: "College students" and "stress"/"persistence"/"alcohol/etc.

- *Journal of College Student Development*
- *College Student Affairs Journal*
- *NASPA Journal*
- *Journal of College Counseling*
- *Journal of Counseling and Development*
- *Journal of College and University Student Housing*
- *Student Affairs Online*
- *Journal of College Orientation and Transition*
- *About Campus*
- *Counselor Education and Supervision*
- *Adult Education Quarterly*
- *American Educational Research Journal*
- *Chronicle of Higher Education*
- *Jossey-Bass Monograph Series: "New Directions Student Services"*
- *Journal of American College Health*
- *Journal of Counseling Psychology*
- *Journal of Higher Education*
- *Journal of Multicultural Counseling and Development*
- *Research in Higher Education*
- *Review of Educational Research*
- *Review of Higher Educatio*

Useful/Interesting Websites
- www.naspa.org (National Association of Student Personnel Administrators)
- www.myacpa.org (Association of College Personnel Administrators)
- www.chronicle.com (*The Chronicle of Higher Education)*
- www.aahe.org (American Association for Higher Education)
- www.ashe.ws (Association for the Study of Higher Education)
- www.aera.net/divisions/j
- www.Studentaffairs.com

- www.Higher-Ed.org
- www.insidehighered.com
- http://www.campusreform.org/
- https://www.insidehighered.com/
- http://www.huffingtonpost.com/college/

Recommended Supplemental Readings

- American Counseling Association (2005). ACA Code of Ethics. Alexandria, VA: Author
- American College Personnel Association. (2007). *Professional competence: A report of the Steering Committee on Professional Competencies*. Washington, D.C.: Author.
- American College Personnel Association. (2006). *Statement of ethical principles and standards*. Washington, D.C.: Author.
- Hirt, J. B. (2006). *Where you work matters: Student affairs administration at different types of institutions.* Lanham, MD: University Press of America.Burton R. Clark. "The Organizational Saga in Higher Education." Administrative Science Quarterly.

- National Association of Student Personnel Administrators. (1990). *Standards of professional practice*. Washington, D.C.: Author.
- Renn, K., & Jessup-Anger, E. (2008). *Preparing New Professionals.* Journal of College Student Development, 49, 319-335. https://www.msu.edu/~renn/RennJessup-Anger08.pdf
- Pascarella, E., & Terenzini, P. (1991). *How college affects students*. San Francisco: Jossey-Bass.

GRADING CRITERIA AND PROCESS:

Assignment (pts.)	Due	Delivery
Engaged and informed participation (20%)	**Weekly**	**In-class**
1. Introductions (5%)	**8/16**	**Citlearn**
2. Syllabus/Process Quiz (5%)	**8/16**	**Citlearn**
3. PICs list (5%)	**8/24**	**Citlearn**
4. PICs and best practices, 1-2pp (20%)	**9/7**	**Citlearn Assignment Area /in-class discussion**
5. Interview Presentation – Proposal (5%)	**8/24**	**Citlearn Discussion Area**
6. Interview Presentation (10%)	**9/14**	**Citlearn Assignment Area & in-class discussion**
7. Student Affairs Personal Philosophy (10%)	**9/28**	**Citlearn Assignment Area**
8. CAS Project (15%)	**10/5**	**Citlearn Assignment Area**

Grading Scale
Grades are determined based upon the following scale.
A   95 –100%
A-   94 – 90
B+   89 – 87
B   86 – 80
C+   79 – 77
C   76 – 70
F   69 and below   A grade below 70% will result in the student repeating the course.

Assignments

1. **Syllabus/Process Quiz (5%). Take/submit via Citlearn by 8/16**

2. **PICs list. Make list of 4 very specific Problems/Issues/Concerns (PICs) and at least one "best practice" for each (5%) – Due 8/25**

Make a list of what **you** notice to be the 4 greatest problems/issues/concerns (PICs) faced by college students today. To make your decisions, use data from peer reviewed journals, media reports, as well as your own observations. Your list may change as we go.

3. **1 PIC (Problem/Issue/Concern) and best practices, 1-2pp (20%) – Due 9/7**
   Submit via Citlearn Assignment Area
A. Prepare a 1-2p outline (bullets or outline format is fine) for each PIC showing what you found in peer-reviewed articles. Include the following:
   - Evidence that your PIC is a problem worthy of attention
     - Use and cite data: academic journals, news reports, etc.
     - Use at least one peer-reviewed journal article from the last 8 years

   - List specific practices or suggestions on how to address the concern

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- o   Use <u>at least</u> one peer-reviewed journal article from the last 8 years
  - Submit the findings in the Blackboard discussion area
    - o   Use basic APA formatting, cover page not necessary
  - Be prepared to discuss your 1-2p outline in class

4. Propose Interview Presentation: Propose the School, department, and leader by 8/24. 5%
Select an institution of higher education other than The Citadel

Propose in Designated Citlearn Discussion Area

1.) Visit the **Assignment: Interview** area (button at left) in Citlearn. Review the **CAS functional areas** to see your options for the department/leader you will learn about.

2.) Create a new thread here to propose the institution, department, and senior manager (Director, Assistant VP of Student Affairs, Associate VP of Student Affairs, VP of Student Affairs) you wish to study

3.) Check back to review my reply/approval. Await approval before you begin your assignment

4.) Check posts by your classmates to avoid duplication.

This project involves you meeting with a director or senior manager who may be very busy. I recommend you get started right away.

5. Interview Presentation (10%) - Due 9/14

Submit via Citlearn Assignment Area
Select an institution of higher education other than The Citadel

Develop a brief PowerPoint presentation (5-7 slides). The presentation should cover your use of internet research and an in-person interview to explore a **functional area of a student affairs division** (See Citlearn Assignment Area for a complete list of options). Also, review your text materials concerning what constitutes a ***functional area of student affairs***. Not all institutions place the same departments under their divisions of student affairs. Note: You are encouraged to use the same department for this project as you will in your CAS Project.

1. Select a student development area at a college or university
2. Review their web resources and then interview the director of the department you selected.
    1. Interview: You may use Skype, Google Hangout, and telephone if you cannot arrange an in-person meeting (For example, if you to interview someone from West Point or VMI).
3. From information gained in the steps above, report to the class on the following:
    1. List the name, title, and contact information for the director with whom you met, department name, and school.
    2. Describe the service(s) they provided
    3. At that institution, what credentials are required/preferred) to work in that department.
    4. List the departments' *student learning outcomes (SLO).*
        i.   If the department has not developed *student learning outcomes,* list their goals.
        ii. If they do not have written goals, simply report on what they say they are trying to accomplish.
    5. How do they assess their services? How do they know when they are being effective?

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6. **(1 page max) Student Affairs Personal Philosophy Statement (10%) - Due 9/28**
Submit via Citlearn Assignment Area

Compose a statement of your own "student affairs" philosophy at this point in your career. One purpose of this assignment is to provide a point of reflection early in your professional development so that later you can make an assessment or your progression of thought. This assignment will be posted in the Discussion Area where others can review and comment. Note: If you are in the Student Affairs and College Counseling M.Ed., your Personal Philosophy Statement is a required component of your Portfolio, which you will present prior to graduation.

Create a statement that includes, but is not limited to:

- Your beliefs about student development and learning
- Environments that foster student learning, safety, and development
- Students' development levels
- How students, faculty, and administrators can interact in order to enhance learning
- Relationships with colleagues and responsibilities to the institution

Examples: Google: "*personal philosophy statement student affairs*"

7. **CAS Project (15%) - Due 10/5**
Submit via Citlearn Assignment Area

Important: Your assessment of a functional area of student affairs is unofficial, confidential, educational, and you should use sensitivity and discretion with your findings. The purpose is for you to learn about the standards and about assessment. We do not want to cause embarrassment to the higher education professional whose departments we evaluate.

You are encouraged highly (not required) to use the same department you reported on in the Interview Project. **This project will include a second interview with the department director, the first interview was for your Interview Presentation.** You will study a *functional area of student affairs* using the standards established by The Council for the Advancement of Standards in Higher Education (CAS). CAS is a consortium of over 30 professional organizations concerned with the promotion of quality in programs and services related to higher education (CAS, 2012). For the program you select, interview (in-person, Skype, Google Hangout, telephone) the director. If possible, visit that department/program. Review all material found on the web or provided to you by the director. Write an evaluative report about this department/program according to the CAS standards. Your findings will not be shared with the office personnel by you, your classmates, or instructor.

Complete the Self-Assessment guide for the following sections (Guides are attached in this Assignment area in Blackboard):

1. **Program** (This is usually **Part 2** of the CAS Self-Assessment Guide)
2. **Organization and Management** (This is usually **Part 3** of the CAS Self-Assessment Guide)
3. **Assessment and Evaluation** (This is usually **Part 12** of the CAS Self-Assessment Guide)

Note: You are to complete CAS items **via interview** with the department director and any materials provided by the department you are studying. Do not ask the director to compose them for you.

Compile the information in a clear and brief document and post in the designated Assignment Area. Bullets and outline form are fine.

WEEKLY SCHEDULE

Thursdays 4p – 9p	
The dates below (left) are the due dates for the readings/assignments on the right	
Meetings Due dates	**Topics and Assignments**
8/10/2015	**Discussion:** • Gain an overview of the course format and requirements o Review course syllabus and CitLearn • The professionalization of Student Affairs/Student Development • Problems/Issues/Concerns (PICs) **Assignments: (Assignments in bold typeface require a submission on your part.)** • **Complete Syllabus/Process Quiz in Citlearn (5%) by 8/16** • **Complete Introductions in Citlearn (5%) by 8/16**
8/17/2015	**Readings:** • Ch 6 Ethical Standards and Principles and, CASethicsstatement.pdf https://www.naspa.org/images/uploads/main/Principles_of_Good_Practice_in_Student_Affairs.pdf http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf • Ch 4 History and Development of Student Affairs • Ch 27 Professionalism **Assignments: (Assignments in bold typeface require a submission on your part.)** • Complete selected readings • Discuss your work thus far on a list of 4 very specific Problems/Issues/Concerns (PICs) (5%) – Due 8/24

8/24/2015	**Readings:**
	
	• Student Learning Outcomes (link below)
	
	    o *Learning Reconsidered 2*, Pp.17-42
	
	    o http://www.nirsa.org/docs/Discover/Publications/LearningReconsidered2.pdf
	
	• Ch 5 Philosophies and Values
	
	• Ch 7 Selected Legal Issues
	
	• Ch 29 Using Research to Inform Practice
	
	Assignments: (Assignments in bold typeface require a submission on your part.)

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	• Complete selected readings • **Propose Interview Presentation (Citlearn Discussion Area): Propose the School, department, and leader (by title and name) by 8/24** • **Make list of 4 very specific Problems/Issues/Concerns (PICs) (5%) – Due 8/24**
8/31/2015	**Do not report to class – Citadel School of Education's Education Forum**
9/7/2015	**Readings:** 1. Ch 8 The Nature and Uses of Theory 2. Ch 10 Perspectives on Identity Development **Assignments: (Assignments in bold typeface require a submission on your part.)** • Complete selected readings • **PICs and best practices, 1-2pp (20%), Submit via Citlearn Assignment Area**
9/14/2015	**Readings:** • Ch 11 Student Learning • Ch 14 Student Success • Ch 20 Leadership **Assignments: (Assignments in bold typeface require a submission on your part.)** • Complete selected readings • **Interview Presentation (20%) Submit via Citlearn Assignment Area**

9/21/2015	**Readings:**
	
	1. Ch 15 Framing Student Affairs Practice
	
	2. Ch 16 Strategy and Intentionality in Practice
	
	3. Ch 18 Assessment and Evaluation, and
	
	    a. CAS Self-Study Processes (See CAS website and materials)
	        i. http://www.cas.edu/index.php/about/applying-cas/
	
	Assignments: (Assignments in bold typeface require a submission on your part.)
	• Complete selected readings

9/28/2017	**Work on Assignments – Do not report to class** **Assignments: (Assignments in bold typeface require a submission on your part.)** • **Student Affairs Personal Philosophy Statement (10%), Submit via designated Citlearn Discussion Area (so your classmates can see) – Due 9/28**
10/5/2015	**Readings:**

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- Ch 19 Multicultural Competence
- Ch 23 Counseling and Helping Skills
- Ch 24 Advising and Consultation

Assignments: (Assignments in bold typeface require a submission on your part.)

Complete selected readings

1. **CAS Project (15%), Submit via Citlearn Assignment Area**