



The Citadel Graduate College
 Zucker Family School of Education
 Division of Counselor Education

EDUC 539: Higher Education Administration Spring 2018 (2 nd 9-weeks)	
<i>Instructor:</i> Susan Payment, Ed.D.	<i>Class Meetings:</i> Tuesdays 3/6/18 - 5/1/18
<i>Office:</i>	<i>Class Hours:</i> 4-9pm
<i>Telephone:</i> 843-693-1176	<i>Meeting Room:</i> Capers 302
<i>Email:</i> spayment@citadel.edu Preferred Method of Contact : My Citadel email account is the best way to get a message to me about absences, emergencies, or to schedule a meeting. Please allow 12-24 hours for a response. Text messaging may also be used for last-minute notices regarding absences or late arrivals to class.	<i>Office Hours:</i> By appointment M - F
<i>Credit Hours:</i> 3	

REQUIRED TEXTS

The Handbook of Student Affairs Administration | Edition: 4
 Author: George S. McClellan (Editor), Jeremy Stringer (Editor)
 ISBN: 9781118707326
 Publication Date: 2016

The Strategic Guide to Shaping Your Student Affairs Career
 Author: Sonja Ardoin
 ISBN: 9781579229580
 Publication Date: 2014

COURSE DESCRIPTION: This course provides an overview of the process of organizing the personnel and financial resources needed to effectively meet student development and institutional goals and objectives. This course will introduce students to basic fiscal, management and leadership concepts and skills in higher education administration.

STUDENT INFORMATION: This course is a core requirement for the Certificate in Student Affairs

Attendance

Students should make every effort to attend all classes. Punctual attendance in class is expected and attendance will be taken. Late assignments will be penalized 10% for each day following the established due date provided on the syllabus.

Classroom Courtesy and Respect

In this class, students are not only learning about the theories and practice that shape the student affairs profession but are also engaging in creating and developing their own professional identity and philosophy through discussion, reactions, and impressions. For this to happen there must be an atmosphere of trust and respect. As such, we (the instructor and students) will:

- fully participate in classroom discussion and activities as informed participation is weighted heavily and is a sign of professionalism
- honor confidentiality and privacy of information shared in class
- refrain from passing judgement on others' experiences and decisions
- challenge one another in a respectful manner in order to achieve our personal and professional goals
- refrain from texting or use of other electronic media (such as laptops and cell phones) for non-educational purposes
- refrain from making or accepting phone calls unless individual is on-call or expecting an emergency phone call
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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 schedule time to meet with me as soon as possible.

CONCEPTUAL BASE:

Developing Principled Educational Leaders for P-20 Schools – The Citadel's Professional Education Unit prepares principled leaders 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 all 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 for P-12 schools and our advanced programs for professional educators in P-20 schools, 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 all 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:

1. Understands the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education. **CF 1; C CCSA Standard III.A.10, III.B.5.**
2. Understands basic principles of leadership in higher education. **CF 8; C CCSA Standard III.A.8, III.B.5.**
3. Knows skills essential to successful employee hiring, supervision, and performance appraisal. **CF 1; C CCSA Standard III.A.8, III.B.5.**
4. Understands basic program development and evaluation methods. **CF 1; C CCSA Standard III.B.5, III.B.6.**
5. Knows skills needed to effectively manage facilities and meet coordinated program facility needs. **CF 1; C CCSA Standard III.B.5.**
6. Understands ethical standards and practices within the Student Affairs profession. **CF 10; C CCSA Standard III.B.4, III.B.5.**
7. Understands professional standards which have been developed to guide the administration of Student Affairs. **CF 1; C CCSA Standard III.A.10, III.B.5.**
8. Integrates and explores issues of diversity in higher education. **CF 13; C CCSA Standard III.B.5, III.B.6.**
9. Understands organizational, management, and leadership theory and practice. **CF 2; C CCSA Standard III.A.8, III.B.5.**
10. Understands the operation of the institution's emergency management system and the roles of student affairs professionals and counselors in postsecondary education during times of crises, emergencies or disasters. **CF 11; C CCSA Standard III.B.5, III.D.4.**
11. Applies knowledge of public policy, finance, governance, cultural contexts, international education and global understanding that inform student affairs practice. **CF 7; C CCSA Standard III.B.4, III.B.5.**
12. Identifies and applies leadership, organization, and management practices that assist institutions in accomplishing their mission. **CF 8; C CCSA Standard III.B.5**
13. Designs, implements, monitors, and evaluates student affairs programs including an awareness of various systems and environmental context that affect participants. **CF 8; C CCSA Standard III.B.5, III.B.6, III.G.2.**

14. Demonstrates an understanding of the psychological impact of disasters of disasters on students, faculty, and institutions. **CF 11; C CCSA Standard III.B.5, III.D.4.**

LEGEND: CF= Conceptual Framework Objectives. C CCSA= CACREP 2009 standards for Student Affairs & College Counseling.

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)

Journals that May Be Useful for Completing Assignments:

Become practiced finding research articles via the library databases. If you need assistance, visit the library for help.

- *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 Education*

Useful/Interesting Websites

- www.apastyle.org/index.html (APA style manual home page)
- <https://owl.english.purdue.edu/>
- www.acenet.edu (American Council on Education)
- 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.huffingtonpost.com/college/>

In addition:

To begin assisting you in the engagement of current events in the student affairs profession, please create a professional twitter handle and follow at least three (3) related organizations. Please bring information related to current events and issues to our classroom discussion each week. Some recommendations for organizations to follow include:

ACPA	Higher Ed Live	NACADA
ACUHOI	Higher Ed Jobs	NODA
ACUI	Huffington Post College	Student Affairs (The _SA_Blog)
AFA1976 (Fraternity and Sorority)	Inside Higher Ed	USA Today College
Association of Community Colleges	JASPA	Women in Higher Ed
Chronicle of Higher Education	NACA	

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.
- 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

Grades

Students can earn a maximum of 1,000 points in this course. Final grades will be assigned based on this scale:

A (1000-900)

B (899-800)

C (799-700)

F (699 and below)

A grade below 700 points will result in the student repeating the course

Assignments	Possible points	Due
Attendance and Informed Participation	100 points	Weekly
Quizzes 5 quizzes @ 20 points each	100 points	See syllabus for dates of scheduled quizzes
Self Reflection Responses	50 points	Via CitLearn Due March 19, 11:59pm
Student Affairs Office Presentations	100 points	In Class Due March 27
Problem/Issue/Concern Paper	100 points	Via CitLearn Due March 26, 11:59pm
Leadership Interview Report	100 points	Via CitLearn Due April 2, 11:59pm
Leadership Assessment Report	100 points	Via CitLearn Due April 9, 11:59pm
Ethics in Student Affairs Reflection	50 points	Via CitLearn Due April 16, 11:59pm
CV & Personal Philosophy Statement	150 points	Via CitLearn Due April 23, 11:59pm
Final Exam – Case Study	150 points	Via CitLearn Due April 30, 11:59pm

Assignments: All written assignments are accepted via Citlearn. Use a proofreader. Visit the writing lab, if needed.

1. Attendance and Informed Participation (100 points) Assessed Weekly

Criteria:

- Punctual attendance
- Contributing to the discussions in an informed, prepared manner
- Professional rapport and interactions with classmates

2. Quizzes (100 points)

Criteria:

- Quizzes will be given in class on March 20, March 27, April 3, April 10, and April 17.
- Questions/content will be related to assigned readings and topics covered through class discussions

3. Self Reflection Responses (50 points) Due March 19, 11:59pm

Criteria:

- Provide a written response to each of the questions included on pages 143-144 of The Strategic Guide to Shaping Your Student Affairs Career
- Responses should be thoughtful and indicate true reflection
- Use of full sentences as well as correct spelling, grammar and punctuation is expected

4. Student Affairs Office Presentations (100 points) Due March 27 In Class

Criteria:

- Research assigned office(s) and examine functions, roles pros/cons related to the environment
- Synthesize information collected into a presentation
- Presentations should be **no more** than 20 minutes in length and allow time for questions and discussion
- Visual aids, interactive elements, and handouts are encouraged but not required
- Plan to interview individuals who work in your assigned office(s) rather than simply relying on website information
- Include examples of how the office “looks” at two different institutions. The Citadel or your current or previous work environment may not be used as one of the schools reviewed
- Include an overview of the office function and introduce both institutional and national issues and trends which you can glean from individual interviews and reputable journals and publications
- Create and submit a bibliography of at least three (3) resources used for the presentation. The bibliography should be written in APA format
- Submit a copy of any handouts or visual materials

5. Paper Problem/Issue/Concern (100 points) Submit Via CitLearn - Due March 26, 11:59pm

Criteria:

- List what you notice to be the four (4) greatest problems/issues/concerns (PICs) faced by cadets at The Citadel.
- Use data from Climate Survey and other Citadel data provided to identify each item and cite data sources utilized: Climate Survey, NSSE results, etc.
- Select one of the four items identified and indicate which one of your problem/issue/concern you selected to focus on for this assignment
- Prepare a 2-3 page summary for the problem/issue/concern selected (use clear headings)
- Provide evidence making it clear that your PIC is a problem worthy of attention – cite at least one peer-reviewed journal article (from no later than 2011), media reports, textbooks, etc. to support your case
- List very specific practices on how to address the problem/issue/concern – again, cite at least one peer-reviewed journal article (from no later than 2011) as well as media reports, interviews with professionals at other institutions, textbooks, etc. to support your proposed solution(s)
- Considering what you have discovered, explain very specifically how, as a leader in student affairs, you would address the problem/issue/concern
- Use APA formatting and **clear headings**
- Be prepared to discuss your points in class

6. Leadership Interview Report (100 points) Submit via CitLearn - Due April 2st, 11:59pm

Criteria:

- APA style (**Use clear headings**)
- No length requirement. Write out your questions and summarize their responses.
- Interview an Executive VP of Student Affairs or Assistant/Associate VP of Student Affairs
- In-person preferred, telephone, or Skype is acceptable. Do not collect your responses via email. Focus on the follow topics/themes:
 1. **Leadership in diversity:** Based on your reading of **Part three** in the text, develop questions to discuss their views and approaches to leading a diverse student body in 2018
 2. **Leadership in staffing:** Per **Part Four** in the text, develop questions to discuss their approaches to recruiting great employees? In their view, what are the characteristics and habits of a great job applicant? How to they deal with difficult employees?
 3. **Reflection and collaborative partnerships:** Per **Part Five** in the text, develop questions to discuss their views and approaches to:
 - a. Reflection
 - b. Their own unique, key partnerships on campus
 4. **Leadership in assessment:** Per **Part Six** in the text, develop questions to discuss their institution's approaches to the assessment of student affairs functions
 5. **Which conferences do they attend?**
 6. **To which professional organizations do they belong?**
 7. **One thing they learned the hard way** (from a mistake, omission, oversight, etc.)
 8. **What advice do they wish they had received on their first day?**

7. Leadership Assessment Report (100 points) Submit via CitLearn - Due April 9, 11:59pm

Criteria:

- APA style (**Use clear headings**)
- No length requirements
- Complete the leadership assessments provided by your instructor (Citlearn)
 1. Path–Goal Leadership Questionnaire
 2. Leadership Skills Inventory
 3. Leadership Style Questionnaire
- Compose a brief report of the findings
 - Review, and cite articles or book chapters so you can briefly describe each instrument and
 - Summarize the interpretation/meaning of your results
 - Include your own reflections and thoughts about the results
 - To what extent do you agree or disagree with the results?
 - Include clear remarks about the strengths indicated from the results
 - Discuss possible (specific) next steps to address any areas for growth you discovered
 - How might your strengths help you in Student Affairs work?
 - How will you develop “lower” strength areas?

8. Ethics in Student Affairs Reflection (50 points) – Submit via CitLearn – Due April 16, 11:59pm

Criteria:

For this reflection, you will be tasked with answering the following question:

- How does student affairs as a profession influence contemporary higher education and society? More specifically, explain and analyze examples of the application of standards, ethics and professional development practice within student affairs
- Your response should be at 2-3 pages in length
- The reflection should be written in first person and should adhere to the rules of grammar and spelling

**9. CV and Personal Philosophy Statement (100 points) – Submit via CitLearn – Due April 23, 11:59pm
Extra Credit Opportunity (25 points)**

- Submit a copy of your current/updated curriculum vita – document should include anticipated dates of completion of educational programs, recent presentations and/or publications, honors/awards, and interests or additional skills
- Submit a written philosophy statement related to student affairs and what you believe its mission to be and what your personal and professional mission is in this field. Please use your own impressions, ideas, and experiences to craft your philosophy. You are encouraged to draw on student personnel theory and to consider the thoughts, experiences, books and individuals that influence the professional you are today and your decision for entering this field. Feel free to use your responses to the initial reflection exercise (first assignment for this course) and consider how your responses may have changed as a result of knowledge, insight and personal experiences gained during this semester
- Extra Credit – for up to an additional **25 points**, find a job posting that appeals to you and draft a cover letter to include with your CV and philosophy statement. Include your cover letter and the posting with your submission

10. Final Exam – Case Study – Submit via CitLearn – Due April 30, 11:59pm

- The final exam will be distributed in class on April 24
- All course materials and additional resources may be used
- Resources used should be properly cited

Course Schedule

Notice that assignments are due the day before class

Tuesday – March 6	<ul style="list-style-type: none"> ▪ Review of syllabus ▪ Introductions ▪ Icebreakers ▪ Reflection Assignment – pp. 143-144 of The Strategic Guide to Shaping Your Student Affairs Career
Tuesday – March 13	Spring Break
Tuesday – March 20	<ul style="list-style-type: none"> ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Chapter One: Introduction to the Field in Ardoin - Part One: Contexts of Professional Practice in McClennan and Stringer ▪ Trending Topics ▪ Quiz
Tuesday – March 27	<ul style="list-style-type: none"> ▪ Student Affairs Office Presentations ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Chapter Two: New Professionals Through the Magnifying Mirror in Ardoin - Part Two: Frameworks for Professional Practice in McClellan and Stringer ▪ Trending Topics ▪ Quiz

Tuesday – April 3	<ul style="list-style-type: none"> ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Chapter Three: Creating a Student Affairs Career Strategy in Ardoin - Part Three: Students: The Purpose of Professional Practice in McClellan and Stringer ▪ Discussion of Problem/Issue/Concern Exercise ▪ Review of Leadership Interview Experiences ▪ Trending Topics ▪ Quiz
Tuesday – April 10	<ul style="list-style-type: none"> ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Chapter Four: Lifelong Learning in Ardoin - Part Four: Human Resources in Professional Practice in McClellan and Stringer ▪ Review of Leadership Assessment Process and Findings ▪ Quiz
Tuesday, April 17	<ul style="list-style-type: none"> ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Part Six: Skills and Competencies of Professional Practice in McClellan and Stringer - Chapter Seven: Networking and Connecting in Ardoin ▪ Trending Topics ▪ Quiz
Tuesday – April 24	<ul style="list-style-type: none"> ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Chapter Five: The Job Hunt and Extending Your Experiences in Ardoin - Part Five: Interpersonal Dynamics in Professional Practice in McClellan and Stringer ▪ Trending Topics ▪ Mock Interviews
Tuesday – May 1	<ul style="list-style-type: none"> ▪ Discussion of Assigned Readings <ul style="list-style-type: none"> - Part Seven: Looking Back and Looking Forward in Professional Practice in McClellan and Stringer ▪ Review of Final Exam Case Study ▪ Trending Topics ▪ Closing Exercise