

HIED 710/810
Introduction to College Student Personnel Work
Spring 2006

Wednesdays: 4:20 – 7:00 p.m.

Dennis E. Gregory, Ed.D.

110 Education Building

(757) 683-3702

dgregory@odu.edu

Web Site: <http://web.odu.edu/educ/dgregory/>

Course Description: Lecture and Discussion; 3 hours; 3 credits. Masters/EdS/Doctoral level seminar with a strong emphasis on reading; class will meet for discussion of topical issues in student personnel work. This course is intended to be an introduction to the practice of student personnel/student development/student affairs work in American Higher Education. This course will introduce students to the theoretical foundations and history of student personnel work in college. It will also provide students a structural framework for student affairs organization and introduce students to problems, issues and ideas that are facing the professionals in the new millennium.

Course Purpose: The purpose of this course is to provide an overview of the conceptual and operational aspects that impact the student personnel programs of higher education institutions in the United States. It is intended to offer students who may be pursuing careers in student affairs fields information about the structures and issues that they may face within a wide variety of institutional settings. It is also intended to provide insight into the operational competencies needed by administrators in various roles within the student personnel administration. For the purposes of this course, the terms student affairs, student personnel, student services and student development will be used interchangeably. While these terms do have subtle differences in meaning, which will be discussed, they will be used as noted above.

Course Objectives/Competencies: At the conclusion of this course, the enrolled student who regularly attends and actively participates in class will:

1. understand the historical development of student affairs in American Higher Education.
2. understand the role of student affairs within the structure of the institution and the institutional mission.
3. have been made aware of the statements of ethical standards of several of the professional associations within student affairs and briefly examined how they fit within a larger concept of professional standards and ethics.
4. understand the purpose of the Council for the Advancement of Standards (CAS).
5. become aware of the major issues and trends in student affairs work in American higher education.
6. have examined the role of the major student affairs functions/offices within the institution.
7. have been made aware of the basic competencies and skills necessary for success as a student affairs professional.
8. understand the role of professional associations.
9. understand some of the issues facing the future of student affairs in the United States.

Course Requirements: All students enrolled in the course will be expected to complete the following requirements:

1. Complete all reading assignments in a timely manner.
2. Attend class on a regular basis, participate actively in class discussions, and be ready to discuss the issue(s) for the particular class session.
3. Students enrolled in COUNS 710 must read at least one journal article, book chapter, Internet based article or article from some other medium every other week, that is of interest to the student, and that deals with an issue related to student affairs work. EdS

and Doctoral students (enrolled in COUNS 810) must read at least one article, etc. each week. Students should not concentrate their reading on topics/operational areas with which they are familiar, but should read materials on topics which concern other student affairs areas. For instance, counseling students should not read articles dealing with counseling theory, counseling office operations, etc. While these articles may be from electronic sources, they must be from refereed journals and be based on research and/or on programs based upon research. Examples of journals from which these articles may come are the *NASPA Journal*, *The Journal of College Student Development*, *The Community College Journal*, *The College Student Affairs Journal*, *Change*, etc. **The Chronicle of Higher Education and other similar newspapers, news briefs, short opinion pieces, book reviews should be read each week for similar articles but may not be used for these articles.** Write a one-page report on the material read. This must be word-processed. The report should include a description of the content of the article. It should also contain an analysis of the article as to relevance, quality, and your opinion of the writer's points.

4. Each student will choose one chapter of the book on which they will become the "expert". They will provide an outline of the chapter for each class member and assist the instructor in leading discussion of the chapter.

5. Student Affairs is, by its nature, a profession within which small group work is essential. As a result, students in the class will be responsible for two small group projects.

A. Project 1. The class will be divided into two small groups. This project will involve the development of a student affairs program for a hypothetical institution that will be developed by the instructor. Students will use the standards of the Council for the Advancement of Standards (CAS) that will be provided by the instructor as a basis for choosing the offices that should be included in the student affairs program. Each student within the group will receive the same grade on this project. As a result, teamwork and communication are essential. Planning meetings, institutional visits,

writing sessions, presentation-planning sessions, etc. should be considered part of class. Thus, a student who does not do his or her appropriate part, does not attend sessions, etc. will hurt not only her/himself, but also the rest of the team. If conflict or other problems occur within the team it is the responsibility of team members to attempt to solve these problems. After doing so, the instructor should be immediately informed to assist. Failure to contact the instructor regarding problems with the team will be detrimental to the grade of each member of the team.

This student affairs program that is developed will include at least a minimum of the following:

- A. The development of a Mission Statement for the division and each office,
- B. Staffing levels for each office,
- C. Suggested budgets for each office and the Division,
- D. Job descriptions for each staff member,
- E. Information about the ways in which this program fits into the larger institution,
- F. A written report of a minimum of thirty (30) pages, and
- G. An oral report to be presented to the class.

The group will appoint a leader to head up the project and will designate others within the group to provide specific portions of the project. Among these should be the lead author, the person who will coordinate the presentation, the person who will serve as the chief student affairs officer, etc. A list of the persons responsible for each section of the project should be presented to the instructor by no later than the fourth session of the class. The oral reports will be presented at the last two sessions of the class.

B. Project 2. The class will be divided into groups of 3 (approximately 5 groups) - Each group will choose an office within the Division of Student Affairs here at Old Dominion University or at another local higher education institution. Group members will approach the director of that office and request a research or other project that will be of benefit to the office and assist the students in learning about the operation of the chosen office. Projects shall be of a nature that they may be completed by mid-term.

No two groups may do projects in the same office. The project will be completed by mid term and a report on the project will be submitted to the director of the respective office and to the instructor. The structure of the report may be determined by the director and the students. No set format is required. As above, all students will receive the same grade so problems that occur should be addressed with the instructor immediately. Grades on the project will be based on the originality of the project, its perceived importance by the director, the quality of the final report, and the learning value for the students. Each group should develop a list of a minimum of 3 ways in which the project will be of value to the office and three learning objectives that will be accomplished by the students. The project title, name of the office in which it will be done, a letter of agreement from the director of the office and the 3 values and learning objectives should be presented to the instructor no later than the third session of the class.

6. Successfully complete a final examination that will cover material from the entire course. The examination will be an “open book” take-home examination and will include five (5) discussion questions to be chosen from a list of eight (8) questions provided by the instructor for COUNS 810 students and four (4) questions for COUNS 710 students.

Accommodating students with special learning needs: In accordance with university policy, students with documented sensory and/or learning disabilities should inform the instructor so that special needs may be accommodated.

Class Attendance: It is expected that students will attend all classes. This class will consist of readings that will be discussed and analyzed in class. As a result, if students miss class they may not gain the full benefit of these readings and the resulting discussions, case briefs, and presentations. If a student finds it necessary to miss class she/he should contact the instructor in advance except in emergency cases.

Grading: Grades in this class will be assigned in the following manner

1. Article Reviews - 10%

- 2. Chapter expertise - 10%
- 2. Group Project A - 20%
- 3. Group project A Presentation - 15%
- 4. Group Project B - 20%
- 4. Final Examination - 15%
- 5. Class attendance and participation - 10%

Grades will be assigned based upon the following scale:

92.1 to 100	=	A
90 to 92	=	A-
85 to 89.9	=	B+
80 to 84.9	=	B
78 to 79.9	=	B-
75 to 77.9	=	C+
70 to 74.9	=	C
68 to 69.9	=	C-

Honors Pledge: Each student is expected to abide by the honor system of Old Dominion University.

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to honor Council hearings if summoned.”

Office Hours:

Monday through Thursday – 1:00 p.m. – 4:00 p.m.

Other hours by appointment

Course Sequencing and Prerequisites:

There are currently no required prerequisites or course sequencing requirements.

While this is true, it is recommended that this course follow completion of COUNS 635 and COUNS 707/807 for those students pursuing the master's degree on a full-time basis. This course should preferably be taken during the second semester of the first year of study for those who begin their full-time program during the fall semester.

Class References:

TEXT: Winston, R. B., Creamer, D. G, Miller, T. K. & Associates(2001). The professional student affairs administrator: Educator, leader and manager. New York: Taylor & Francis.

Additional Readings and Resource Material

Appleton, J. R., Briggs, C. M. & Rhatigan, J. J. (eds.). (1978). Pieces of eight: The rites, roles and styles of the dean by eight who have been there. Portland Oregon: NASPA Institute of Research and Development.

Barr, M. J, Desler, M. K. and Associates (2000). The handbook of student affairs administration, Second Edition. San Francisco: Jossey-Bass Publishers.

Barr, M. J. & Associates (1993). The handbook of student affairs administration. San Francisco: Jossey-Bass Publishers.

Barr, M., J. & Upcraft, M. L. (1990). New futures for student affairs: Building a vision of professional leadership and practice. San Francisco: Jossey-Bass Publishers.

Boyer, E. L. (1990). *Campus life: In search of community*. Princeton, NJ; Carnegie Foundation for the Advancement off Teaching

Council for the Advancement of Standards - <http://www.cas.edu/>

Creamer, D. G. (ed.) (1980). *Student development in higher education*. Cincinnati, OH: ACPA Media.

Creamer, D. G. & Associates. (1990). *College student development: Theory and practice for the 1990's*. Washington, D. C.: American College Personnel Association.

Deegan, W. L. (1981). *Managing student affairs programs: Methods, models, muddles*. Palm Springs, California: ETC Publications.

Delworth, U., Hanson, G. R. & Associates (1981). *Student services: A handbook for the profession*. San Francisco: Jossey-Bass Publishers.

ERIC Clearinghouse on Higher Education (2000). <http://www.eriche.org/main.html>

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass Publishers.

Garland, P. H. & Grace, T. W. (1993). *New perspectives for student affairs professionals: Evolving realities, responsibilities, and roles*. San Francisco; Jossey-Bass Publishers.

Gregory, D. E. & Associates (2003). *The administration of fraternal organizations on North American campuses: A Pattern for the New Millennium*. Asheville, N.C.: College Administration Publications.

Kuh, G. D. & McAleenan, A. C. (eds.). (1986). Private dreams, shared visions: Student affairs work in small colleges. NASPA Monograph Series, Volume 5, Washington, D.C.: National Association of Student Personnel Administrators.

Kuh, G. D., Schuh, J. H. & Whitt, E. J. (1991). Involving colleges: Successful approaches to fostering student learning and development outside of the classroom. San Francisco: Jossey-Bass Publishers.

New directions for student services. Quarterly monograph series, each edition of which provides an in-depth analysis of a particular student affairs area of interest. San Francisco: Jossey-Bass Publishers.

Pascarella, E. T., & Terenzini, P. T. (1991). How college affects students: Findings and insights from twenty years of research. San Francisco: Jossey-Bass Publishers.

Paterson, B. B. & Kibler, W. L. (eds.). (1998). The administration of campus discipline. Asheville, NC: College Administration Publications.

Rentz, A. L. (ed.). (1994). Student affairs: A Profession's heritage (2nd Edition). Washington, D. C.: American College Personnel Association.

Southern Association of Colleges and Schools (2000). <http://www.sacscoc.org/>

Winston, R. B. Jr., Anchors, S. & Associates (1993). Student housing and residential life. San Francisco; Jossey-Bass Publishers.

COURSE CALENDAR

Speakers from various student affairs offices within the University and other institutions may attend class and speak from time to time. Students will be expected to be able to discuss the article(s) that they have read for the class when called upon to do so. This will be an ongoing part of each class as time permits.

Session 1 – January 14, 2006 – Course Introduction, Review of the syllabus, Materials hand out and review.

Session 2 – January 21, 2006 – History and Mission - Text, Chapter 1, Roles of Student Affairs Administrators, Review of Institutional Mission Statements, Review of Student Affairs Division Mission Statements, Discussion of Student Article Reviews

Session 3 – January 28, 2006 – Chapter 2 of the text, Values and Culture - Review of CAS Standards, Discussion of Student Article Reviews, **Project B project selection materials due**

Session 4 – February 4, 2006 – Chapter 3 of the text, Multiculturalism, Discussion of Student Article Reviews, **Project A Committee assignments due**

Session 5 – February 11, 2006 – Chapter 4 of the text, Technology and Student Affairs - Discussion of Student Article Reviews, Visit by Dr. Phyllis Mable, Executive Director, CAS

Session 6 – February 18, 2006 - No Class, Students work in small groups on project A and B

Session 7 – February 25 2006 - Chapters 5 & 6 of text, Law and Ethics, Discussion of Student Article Reviews

Session 8 – March 03, 2006 - Chapters 7 & 8 of text, Organizing and Staffing, Discussion of Student Article Reviews

March 10, 2004 - No Class Spring Break March 8-13

Session 09 – March 17, 2006 - Chapter 9 of the text, Finance and Budgeting, Discussion of Student Article Reviews,

Session 10 – March 24, 2006 - Chapter 10 & 11 of the text, Resolving Conflict and Enhancing Learning, Discussion of Student Article Reviews, **Project B reports due**

Session 11 – March 31, 2006 - No Class, Instructor attending NASPA Conference -
March 27 - March 31, ACPA Conference April 1-April 5, Students work in small groups if
not attending one of the conferences

Session 12 – April 7, 2006 - Chapter 12 of the text, Theory to Practice, Discussion of
Student Article Reviews

Session 13 – April 14, 2006 - Chapters 13 & 14 of the text, Assessment and
Evaluation, GROUP PRESENTATION

Session 14 - April 21, 2006 - Chapters 15 & 16 of the text, Leadership and Vision,
GROUP PRESENTATION, Examination Handed Out

Session 15 – April 28, 2006 - Examination Due

*This syllabus is subject to change, depending availability of speakers, and other
factors.

Other speakers will be added as availability allows.