

**Arkansas State University**  
**Department of Educational Leadership**  
**Course: CSPS 6333, Student Personnel Services in Higher Education**

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**Primary Text**

Schuh, J. H., Jones, S. R., Harper, S. R., and Assoc. (2011). **Student Services: A handbook for the profession (5<sup>th</sup> ed.)**. San Francisco: Jossey-Bass.

**Supplemental Readings**

The Student Personnel Point of View (1949).

<http://www.acpa.nche.edu/student-personnel-point-view-1949>

The Student Learning Imperative: Implications for Student Affairs (1996)

<http://www.myacpa.org/student-learning-imperative-implications-student-affairs>

American Psychological Association. **Publication manual of the American Psychological Association (6<sup>th</sup> ed.)**. Washington, DC: Author.

American College Personnel Association & National Association of Student Personnel Administrators (1998). **Principles for good practice for student affairs**. Washington, DC: Author. <http://www.myacpa.org/principles-good-practice-student-affairs>

Note: Students must cite literature from current professional journals in all writing required for this course. The specific articles cited will vary depending upon the topics selected by individual students.

**Catalogue Description:** An overview of higher education with emphasis on student personnel service components.

**Course Description:**

The course is designed to provide students with an introduction to: the historical, philosophical, ethical, and legal foundations of the student affairs practice; basic roles and functions of the student affairs practice; and basic organization and subdivisions of student affairs units. This class examines the changing context of student affairs professionals, and the ethics and philosophies guiding student affairs practice along with a historical reference.

### Learning Objectives and Learning Outcomes

The learning objectives are linked to the Council for the Advancement of Standards in Higher Education (CAS) six domains in its revised student learning and development outcomes model.

<http://standards.cas.edu/getpdf.cfm?PDF=D87A29DC-D1D6-D014-83AA8667902C480B>

### Course Objectives:

Upon the successful completion of this course, students will be able to:

1. Intelligently discuss the field of student affairs
2. Be knowledgeable of current issues in the field of student affairs
3. Discuss the individual areas of student affairs from information gained through assigned readings
4. Interact with other students around issues
5. Assist in the planning of student affairs activities from their assistance with planning/attending activities
6. Have the fundamentals for writing a research paper using APA style format
7. Be familiar with the organizational structure of a division of student affair

This course is designed to help students with the following **learning outcomes**:

- Knowing and demonstrating knowledge acquisition, integration and application as it relates to the student affairs profession
- Acquire and demonstrate critical thinking and reasoning skills with the goal of enhancing their ability to effectively address and solve problems
- Learn and develop a healthy and respectful relationship with others and a positive sense of self
- Learn and demonstrate an understanding and appreciation of cultural and human differences and recognize their role in contributing to positive social interactions
- Learn practical skills from interactions with student affairs professionals to assist the students in their understanding of the profession

### Course Structure:

Students will be assigned readings from the text each week with four quizzes over the semester over the material. Students will be required to participate in student affairs sponsored programs/activities to gather an understanding of “programs” provided by entry level staff in student affairs departments. In addition, students will have outside readings to be summarized (two pages) and posted on the discussion board as well as read posting by other class members each week pertaining to a current issue assigned by the instructor.

### Grading/Evaluation

Final paper (minimum 15 pages)	100 points
Current issues weekly (11)	55 (5 points each)
Discussion postings on current issues weekly	110 (10 points each)
Personal Philosophy paper	35

*Student Activity (attend 5 events, 10 pts each)	50	
**Short paper		50
Quizzes (4)	<u>100</u>	
Total points possible	500	

### Writing Assignments

All writing assignments will be written using APA style format and are to be double-spaced typed with 12-font size, preferably Times New Roman font. The weekly issue summaries should be no more than two pages double-spaced typed. Points deducted for article summary **being more than two pages or one page or less**. A minimum 10 percent of points will be deducted from **ANY** project not meeting the minimum page requirement (15 percent on final paper). Two points deducted for any weekly summary posted past 11:59 pm on designated due date, no points for discussion board late posting, no points for assignments presented after 24 hours of due date, and 10 points deducted from grade for final paper turned in late within 24 hours (additional 10 points per day after first 24 hours).

Students will post their weekly summaries to the discussion board and be required to read three other students postings to gain information on current issues. Summaries have to be posted before 11:59 pm on Saturday night of week assigned. Reading of summaries of three members of the class and posting of comments on those summaries to the discussion board have to be completed by 11:59 pm on the **following** Saturday (one week after summaries submitted).

Textbook chapters will be assigned weekly for reading. Four timed quizzes over the textbook material will occur during the semester. Textbook chapters **are not** the assignments for the weekly summaries. The weekly summary comes from researched articles on the "Summary topic" provided in the syllabus.

The personal philosophy paper should be no more than one page and is the student's perception of the function of a student affairs' division. The paper should be a power statement, with no fluff. This philosophy should come from points of view gleaned from reading the text, weekly readings, and knowledge attending student affairs events or discussion with personnel.

The final paper should be a minimum of fifteen pages (including reference pages) with a minimum of 20 references. The paper should adhere to APA style format. Whether you use the Sixth Edition of the APA Publication Manual or other guides on the APA style writing is up to you, but the final paper will be graded on your correct use of APA publication style writing. **Plagiarism and Cheating.** The standards of academic honesty will include tenets of good research and the avoidance of plagiarism and cheating.

\*Notification of activities/programs attended (must be pre-approved by instructor) must be provided to the instructor by the coordinator of the program. Students should contact sponsoring party or department and inform them of the class requirement that notification of

your attendance/participation will need to be provided to the instructor. Each activity will be worth 10 points and must be completed before Thanksgiving break (see exact date in class schedule). No make-up work for missed assignments or quizzes. A missed quiz will be assigned the lowest score of your three remaining quizzes not to exceed 18 points as a make-up score.

**\*\*Short Paper:**

**Purpose:** To learn about and reflect on the organizational structure of a division of student affairs and its components. From your weekly summary readings, textbook reading, personal philosophy, and supplemental assignments, develop a framework for which departments you feel should be included in a division of student affairs for an institution. A major goal of the assignment is to learn about different types of institutions (e.g., major research, small liberal arts, community college) and how those types influence the structure and function of student affairs.

**Guidelines:** Locate two higher education institutions of similar size to compare their organizational structures for their division of student affairs (What functional areas constitute the student affairs division? Who reports to whom?). The paper should include a description of each institution, size, location, Carnegie classification and organization charts for each.

References are not needed in your paper, but please provide a reference if you do use one. Write an analysis paper on the differences/similarities in the institutions' structure providing your thoughts and a structure on what you feel would make a great division of student affairs for that size and kind of institution. The paper should be no less than six pages (organizational charts are not included in the six pages).

**Grading:** You will be graded on your performance in:

1. Communicating a feel for the institution, its student affairs division and assigned functional area.
2. Connecting your observations about those areas to the materials we have been reading and discussing in class.
3. Presentation and rationale of material presented

## Class Schedule

Week	Summary topic	Assignment
1		Complete the Pre-assessment on blackboard.  Review Syllabus, Weekly summaries explained; respond to posted questions on discussion board as part of Self-Disclosure exercise.  Read chapters 1, 2
2	<b>The Student Learning Imperative or The Student Personnel Point of View</b>	-Read <b>The Student Learning Imperative (listed in supplemental readings section)</b> <b>Read – The Student Personnel Point of View</b>  - Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday September 6 <sup>th</sup> .

	Post summary by 11:59 pm Sunday	
3	<p><b>Diversity in Higher Education</b></p> <p>Post summary by 11:59 pm Sunday</p>	<p>- Read chapters 3, 4</p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday September 13<sup>th</sup>.</p>
4	<p><b>Ethics in Student Affairs</b></p> <p>Post summary by 11:59 pm Sunday</p>	<p>Read chapters 5, 6</p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, September 20<sup>th</sup>.</p>
5	<p><b>Legal Issues in Student Affairs</b></p> <p>Post summary by 11:59 pm Sunday</p>	<p>Read chapters 7, 8 <b>Quiz #1, chapters 1-6</b> Quiz can be taken anytime during the week</p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, September 27<sup>th</sup>.</p>
6	<p><b>Counseling Centers on College Campuses</b></p> <p>Post summary by 11:59 Sunday</p>	<p>- Read chapters 9, 10</p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, October 4<sup>th</sup>.</p>
7	<p><b>Career Services Center or Disability Services</b></p> <p>Post summary by 11:59 pm Sunday</p>	<p>- Read chapters 11, 12</p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, October 11<sup>th</sup>.</p>
8	<p><b>Academic Affairs and Student Affairs partnerships</b></p> <p>Post summary by 11:59 pm Sunday</p>	<p><b>Oct 18<sup>th</sup> Quiz 2 chapters 7 - 12</b> Quiz can be taken anytime during the week</p> <p>-Read chapters 13, 14</p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm Sunday, October 18<sup>th</sup>.</p>

<p>9</p>	<p><b>Financial Aid or Student Recruitment/Admissions</b> Post summary by 11:59 pm Sunday</p>	<p>- Read chapters 15, 16</p> <p style="text-align: center;"><b>Personal Philosophy Statements due Sunday 11:59 pm</b></p> <p>- Discussion Board Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, October 25<sup>th</sup>.</p>
<p>10</p>	<p><b>Student Unions within Student Affairs</b> or <b>Student Affairs role in fostering Student Leadership</b>  Post summary by 11:59 pm Sunday</p>	<p>-Read chapters 17 - 19</p> <p style="text-align: center;"><b>Research paper topic due this week. Must be approved by instructor. Submit proposed topic by email.</b></p> <p>- Discussion Board  Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, November 1<sup>st</sup>.</p>
<p>11</p>	<p><b>Financing student affairs or Technology in Student Affairs</b>  Post summary by 11:59 pm Sunday</p>	<p>Read chapters 20, 22</p> <p>Discussion Board</p> <p>Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, November 8<sup>th</sup>.</p>
<p>12</p>	<p><b>Principles for good practice for student affairs</b> (Supplemental Reading section).  Post summary by 11:59 pm Sunday</p>	<p>- <b>Quiz #3, chaps 13-19</b> <span style="float: right;">Read chapters 23- 25</span> <b>Quiz can be taken anytime during the week</b></p> <p>Discussion Board</p> <p>Read 3 classmates summaries and post discussion by 11:59 pm, Sunday, November 15<sup>th</sup>.</p>
<p>13</p>		<p>- <b>Short paper due</b> Sunday, 11:59 pm</p> <p>Read chapters 26, 28, 30,31</p> <p>All Student Activity points completed before November 22<sup>nd</sup>.</p>
<p>14</p>	<p><b>Fall Break</b></p>	<p><b>No assignments, work on your research paper.</b></p>

15		<p>Research paper due</p> <p>Post Assessment due by 11:59 pm Sunday, December 4<sup>th</sup>.</p>
16		<p><b>Quiz #4, chapters 20, 22-26, 28, 30, 31</b> Quiz can be taken anytime during the week</p> <p><b>All remaining assignments due by 11:59pm, Friday, December 11<sup>th</sup>.</b></p>