

**The University of Kansas School of Education**  
ELPS 781 Student Affairs Administration in Higher Education  
Spring 2007

**Instructor Information:**

Marlesa A. Roney, Ph.D.  
Strong Hall Room 133  
Office Telephone: 785-864-4060  
Home Telephone: 785-842-4586  
Email: [roney@ku.edu](mailto:roney@ku.edu)

**Class Meetings:**

Thursdays  
4:30 p.m. - 7:00 p.m.  
JRP Room 146  
Office hours:  
By appointment (please email to schedule)

**Course Description:** This course studies the history and development of student services in higher education, the role and function of student affairs professionals, the various functional areas that comprise student services, contemporary issues in student services, and an understanding of the organization and role of student affairs within higher education.

**Course Objectives:**

By the end of this course you will:

1. Understand and be able to describe the history and philosophical foundations of the student services profession
2. Understand and be able to apply ethical, legal and professional standards related to the delivery of student services
3. Articulate a personal professional and ethical philosophy
4. Understand and be able to apply knowledge of professional roles, functional areas, organizational structures and essential skills in student services
5. Understand the role of student affairs within the college or university setting
6. Demonstrate an ability to evaluate the effectiveness of student services using professional standards
7. Enhance professional writing, presentation and group process skills

**Americans with Disabilities Act (ADA) Information:**

The Academic Achievement and Access Center (AAAC) coordinates accommodations and services for KU students with disabilities. If you have a disability for which you may request accommodations and have not contacted AAAC, please do so as soon as possible. The office is located in 22 Strong Hall and the phone number is 785-864-2620 (V/TTY). Please contact me privately in regard to your needs in this course.

**Class Preparation and Attendance:**

Attendance, preparation and participation in every class meeting are expected and required. Students who have special needs and/or who must miss class for religious holidays should let me know at the beginning of the semester. You are reminded that one absence in this class is equal to three meetings (or one entire week) of a class that meets three times a week. More than two absences will affect your grade. If you must miss class, it is your responsibility to notify me in advance and to hand in any assignments due in advance. It will be your responsibility to obtain class notes, assignments, etc. from your classmates.

**Required Text:**

Komives, S. R., Woodard, D. B., Jr., & Associates. 2003. *Student services: A handbook for the profession* (4<sup>th</sup> ed.). San Francisco: Jossey-Bass.

**Recommended Resources:**

<http://www.acpa.nche.edu/>

Barr, M. J., Desler, M. K. & Associates. 2000. *The handbook of student affairs administration*. San Francisco: Jossey-Bass. **(Please consider purchasing this textbook. It is an excellent resource!)**

Lampkin, P. & Gibson, E. 1999. *Mountains and Passes: Traversing the Landscape of Ethics and Student Affairs Administration*. NASPA Monograph Series, v. 22.

MacKinnon, F. & Associates. 2004. *Rentz's Student Affairs Practice in Higher Education, 3<sup>rd</sup> Edition*. Springfield, ILL: Charles Thomas.

<http://www.naspa.org/>

Sandeen, A. & Barr, M. J. 2006. *Critical issues for student affairs*. San Francisco: Jossey-Bass.

Upcraft, M. L. & Schuh, J. H. 1996. *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

**Important Information:**

- As a graduate student, you are expected to work to the best of your ability and take initiative for your own learning. Study the reading materials and come to class prepared for discussion.
- You will need internet access for this course. If you need assistance in obtaining a computer account, please contact me.
- Please show respect to others. Class will begin promptly at 4:30; arrive on time. Share "floor time" with other students. Listen to different opinions. Do not eat in class (beverages are fine). Cell phones should be left at home, turned off or set to a silent "ring." If you must answer the phone, please leave the room to do so.
- Each student is expected to do his/her own work. If you are unfamiliar with University standards of academic misconduct, please see Article II, Section 6 of the Rules and Regulations of the University Senate (<http://www.ku.edu/~unigov/usrr.html#art2sect6>). Please note that unintentional plagiarism, though common, is a violation of KU's policy. When you use the ideas and words of others, you must give them credit. The *APA Publication Manual* explains how to cite various resources.

### **Grading:**

Quality and frequency of class participation - 25%

Class Project - 25%

Written assignments - 20%

Case Study Portfolio - 20%

Student Services Functional Area - 10%

General guideline: A=90-100%; B=80-89%; C=70-79%; F=below 70%.

### **Explanation of Graded Work:**

#### **1. Quality and frequency of class participation - 25% of grade**

- Attends all classes - you have to be in class to participate! Please see the note regarding attendance at the May 10 class meeting.
- Demonstrates through discussion that reading assignments have been studied thoroughly
- Comments and questions contribute to greater understanding of the material
- Beginning with the February 8 class meeting, 5-minute oral reports will be given on assigned Student Services Functional Area. You will have an opportunity to ask questions of each presenter, so please be prepared as this is a time to demonstrate participation.

#### **2. Class Project - 25% of grade**

The Class Project is a group project. Your group has been selected to develop a state-of-the-art student services organization for Brand New U (BNU). As a class, we will "create" BNU. Your group will prepare a written summary of the project and also give a professional presentation to the class. At a minimum, the project should include the following information:

- Description of BNU (mission, enrollment, locations, etc.) Note: This section will be similar for each group. It is included simply to make the final report comprehensive.
- Description of the population to be served
- Philosophical and theoretical foundations underlying the student services organization
- Organizational structure(s) and reporting line(s)
- Services offered
- Staffing requirements
- Annual operating budget
- Summary of physical plant
- Justification that your proposal is truly "state-of-the-art"

**The written materials are due April 19. Presentations will be given April 26 and May 3.**

The written report will count for 15% of your grade and the oral presentation for 10%, for a total of 25% of your overall course grade. All group members are to participate actively in all aspects of this project, including the oral presentation. You will be asked to rate the effectiveness of the participation of each member of your group.

### 3. Written assignments - 20% of grade

There are two short written assignments required in this course. Use your best writing skills for each assignment. Write clearly. Use proper grammar and correct spelling. Proofread with care. Note that written assignments cannot be submitted via email, but must be printed. Written assignments are due at the beginning of the class period. No cover page is needed, but multiple pages must be **stapled**.

- Personal Philosophy Statement (10%). After studying and discussing the various professional philosophies, values and ethics of the student services profession, prepare a 2-4 page paper that describes your own philosophy of the profession. Include a clear statement about your relationships with students. **Due: March 15.**
- Professional Development Plan (10%). This 2-4 page paper will outline your personal professional development plan. It will begin with your ultimate career objective in student services and then build a path for achieving that objective. Include full-time work experiences, educational experiences, volunteer experiences, professional accomplishments and any other experiences that will enable you to achieve your objective. You may want to think in terms of 1-year, 3-year, 5-year, 10-year, 20-year, etc. increments. **Due by May 3.** **You may complete this assignment at any time during the semester.**

### 4. Case Study Portfolio - 20% of grade

You will select a college or university student services organization (other than KU) and develop an ongoing portfolio of information about this organization over the course of the semester. At a minimum, the portfolio will include the following information:

- Overview of the institution: enrollment, public/private, location, mission, student services functional areas
- Student services reporting line, organizational structure, evidence of collaboration with faculty, staffing (employee categories, number of staff), evidence of diversity.
- Student services operating budget (including endowment funds), software used for major student services (admissions, financial aid enrollment, etc.)

As topics are discussed in class, use your "case study" organization to learn more and also to contribute to class discussion. Although much of the information will be available via websites, you are encouraged to contact someone via email or telephone to learn more. Note: students who took this course last year encourage you to look at available resources before making your selection! **Due dates: February 15, March 29, and April 26.**

5. Student Services Functional Area (10%). You will select a student services functional area about which you have very little knowledge and research the area. You will present a 5-minute oral report to the class and prepare a one-page handout which is due the date of your oral report. (Bring copies for everyone in class.) The handout should include the following components: brief description of the functional area, mission, basic program elements, brief history, current challenges and any special points of interest/information. The 5-minute oral presentation should be used to assist classmates in understanding key information about this functional area and to polish your presentation skills. Functional areas will be selected on February 1<sup>st</sup> and report dates will be assigned at that time.

## **SUMMARY OF CLASS MEETINGS:**

### January 25 Introductions, Course Overview and Expectations

- Introductions and expectations
- Discuss organizational and conceptual foundation of course
- Review syllabus
- Review grading rubrics
- Preparing for class

#### Preparation for 2/1:

- *Komives* Chapters 1-2; and Chapter 15
- Carnegie Classifications information <http://www.carnegiefoundation.org/classifications/>

## **Part I: The History, Guiding Principles and Assumptions of Student Affairs**

### February 1 American Higher Education: Historical Beginnings

- History of American Higher Education
- Institutional types - Carnegie classifications
- Review Case Study Portfolio assignment and identify institutional types
- Introduction to student service functional areas
- Review requirements of Student Services Functional Area assignment and select functional report topics and dates

#### Preparation for 2/8:

- Interview someone outside of student services to learn about their perceptions and awareness of student services. Bring your summary notes to class for discussion.
- *Komives* Chapter 4
- The Student Personnel Point of View (1937) <http://myacpa.org/pub/documents/1937/pdf>
- The Student Personnel Point of View (1949) <http://www.myacpa.org/pub/documents/1949.pdf>
- The Student Learning Imperative [www.acpa.nche.edu/sli/sli.htm](http://www.acpa.nche.edu/sli/sli.htm)
- Principles of good practice for student affairs [www.acpa.nche.edu/pgp/principle.htm](http://www.acpa.nche.edu/pgp/principle.htm)

### February 8 The Emergence of the Student Affairs Profession: Guiding Assumptions

- Perceptions of Student Affairs - discuss interviews
- History and development of Student Affairs
- Philosophical foundations of the profession
- Functional area reports: academic advising, admissions

#### Preparation for 2/15:

- Evans. Guiding principles: a review and analysis of student affairs philosophy statements. *Journal of College Student Development*, 42, 359-377. E-Reserve.

February 15 Guiding Assumptions, Continued

- Applying philosophical foundations and professional standards to practice
- Share Case Study institutions and student services functional areas included
- Functional area reports: athletics, campus activities
- Discuss class project and assign teams

**DUE: First Case Study Portfolio Review**

Preparation for 2/22:

- *Komives* Chapters 8 and 12
- Ambler. Organizational models (Barr and Desler). E-Reserve.
- Become familiar with the organizational structure and reporting lines of your Case Study Institution

**Part II: Student Affairs and the Organization**

February 22 Organizational Models for Delivery of Student Services

- Institutional context and student services
- Reporting lines and organizational structures
- Case Study examples of reporting lines and organizational structures
- Functional area reports: career services ,college health services and college unions

Preparation for 3/1:

- *Komives* Chapter 11, 13-14.
- Engstrom and Tinto. Developing Partnerships with Academic Affairs to Enhance Student Learning (Barr and Desler). E-Reserve.
- Mills. The Role of the Middle Manager (Barr and Desler). E-Reserve.

March 1 The Campus Context for Delivery of Student Services

- Institutional context
- Understanding the academic enterprise and mission
- Understanding student needs
- Functional area reports: counseling services, dining/food services disability services

Preparation for 3/8:

- *Komives* Chapters 6, A, B, C (Resources at End)
- Lampkin and Gibson. Ethics and Student Affairs Administration. E-Reserve.

### **Part III: Essential Skills for the Profession**

#### **March 8 Ethical Foundations for Decision-Making**

- Professional standards
- Models for ethical decision-making
- Functional area reports: financial aid, fraternity/sorority life

Preparation for 3/15:

- *Komives* Chapters 18 and 20
- Beatty and Hughes. *Becoming a Strategic Leader*. E-Reserve.
- Sandeen and Barr. *How Can Student Affairs Attract and Retain a Diverse Staff?* E-Reserve.

#### **March 15 Leadership and Human Resources Management**

- Discuss Personal Philosophy Statements
- Functional area reports: housing/residential programs, international student services, judicial services
- Leadership, Strategic Leadership and Being a Leader
- Human Resources: Hiring, Feedback, and Firing

**DUE: Personal Philosophy Statement**

Preparation for 3/29:

- *Komives* Chapter 3, 7 and 19
- Sandeen and Barr. *How Should Student Affairs Help Students Learn About Diversity?* E-Reserve.

#### **March 22 SPRING BREAK - NO CLASS MEETING**

#### **March 29 Multiculturalism and Legal Foundations**

- Multicultural Issues in Student Services - What is Diversity and Why is it Important?
- Legal Foundations for Student Services - The Basics
- Functional area reports: LGBT programs, multicultural program, recreation/sports

**DUE: Second Case Study Portfolio Review**

Preparation for 4/5:

- *Komives* Chapters 16 and 17
- Barr. *Money, Money, Money*. E-Reserve.
- Barr. *Dealing with Budget Cuts*. E-Reserve.

April 5 Planning, Budgeting and Technology

- Planning, budgeting and financial models
- Technology and student services
- Functional area reports: registrar, leadership development

Preparation for 4/12:

- *Komives* Chapter 24
- Duncan and Miser. *Dealing with Campus Crisis* (Barr and Desler). E-Reserve.
- Hurst. *About Campus*, 4,5-11. E-Reserve.

April 12 Conflict Resolution and Crisis Management

- When Bad Things Happen....
- Managing the Crisis
- Functional area reports: orientation, TRIO programs
- Clarify Reading Assignments and Class Format for 4/19

Preparation for 4/19:

- *Komives* Chapters (21-22 OR 23 OR 25 OR 26) **AND** 27

**DUE: Final Case Study Portfolio Review**

April 19 Potpourri of Essential Skills Discussion

- Essential skills for the profession discussion
  - Teaching and Counseling; Advising and Consulting; Community Building; Assessment
- What it means to be a professional

**DUE: Written Course Project Due**

Preparation for 4/26 and 5/3:

- *Your Course Project presentations!*

April 26 Class Project Presentations

May 3 Class Project Presentations

**FINAL DEADLINE: Professional Development Plan**

Preparation for 5/10:

- *Komives* Chapter 30

May 10 Final Class Meeting (Note: Missing this session will be counted as 2 absences)

- The future of student services
- Course feedback and written evaluation
- Pizza - or class preference for dinner