

FCEPD 6170 Foundations of College Student Affairs Fall 2019

Instructor Information

Instructor: Dr. Shanna E. Smith
Class Meeting Time & Location: Thursdays
2:30- 5:00pm, Ed Center 0200
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Support for Courses

Hyperlinks are provided for accessibility throughout; full URLs are available at the end of the document.

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counseling@westga.edu

College of Education Vision

The College of Education at the University of West Georgia will be recognized for leading *Innovation in Teaching, Leadership, and Wellness*, with programs designed to transform lives and contribute to the betterment of society.

College of Education Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

The vision and mission of the College of Education at UWG form the basis on which programs, courses, experiences, and outcomes are created. National and state standards are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards.

Course Information

Course Description

This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

Credit Hours: 3

Prerequisites: N/A

Co-requisites: N/A

Texts, Readings, and Instructional Resources

Required Text(s)

Schuh, J.H., Jones, S.R., & Torres, V. (2017). *Student services: A handbook for the profession* (6th ed.). San Francisco: Jossey-Bass.

Publication manual of the American Psychological Association, (7th ed.) 2019.

Additional readings, materials, and online resources will be posted within CourseDen.

Required Instructional Resource: TK20 Subscription

Please select the link to access a pdf guide on [how to purchase your account](#).

If you have purchased a subscription previously, DO NOT re-subscribe. For assistance, email tk20@westga.edu. You will receive account activation confirmation from Watermark Support as soon as your account has been activated, please select the link to access a pdf guide on [how to log into your Tk20 account](#).

For additional information about this resource, and to access the “How to” guides, visit the [Tk20 webpage](#).

Approaches to Instruction

Instruction in this course is delivered through the use of formal lecture, class discussion, readings, large and/or small group experiences, films/videos/DVDs, informal writing exercises, online activities and class sessions, student presentations, case studies, guest speakers, and library resources.

Course Objectives and Learning Outcomes

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

1. Discuss the major historical and philosophical foundations of higher education that inform student affairs practice (CAS 5A; NASPA/ACPA *History, Philosophy, & Values* Competency)

2. Demonstrate the ability to articulate the values of the profession and how these guide student affairs practice (CAS 5A; NASPA/ACPA History, Philosophy, & Values Competency)
3. Discuss the codes of ethics that guide student affairs practice (CAS 5A; NASPA/ACPA Ethical Professional Practice Competency)
4. Develop a professional identity and a personal career development plan (NASPA/ACPA Human and Organizational Resources Competency)
5. Discuss wellness as a concept (NASPA/ACPA Personal Foundations Competency)
6. Discuss social justice and the role of higher education, the institution, the department, the unit, and the individual in furthering its goals (NASPA/ACPA Equity, Diversity, & Inclusion Competency)
7. Discuss the core competencies and skills associated with effective student affairs practice by researching and reviewing the role of professional literature and various professional associations as resources and contributors to ongoing personal development (NASPA/ACPA Professional Development Competency)

Assignments

Always refer to CourseDen for additional assignment details and due dates.

Should there be a conflict between CourseDen and the syllabus, the syllabus typically wins. It is imperative you manage your time wisely with the assignments. Because this is a Master's level foundations course, it may sometimes feel like "information overload". I will review in class expectations regarding reading, how to read, and how to synthesize information at the graduate level.

Attendance and Participation (10 points)

Students must be in class and be *on time* for each class period to receive full credit in this course. Physical attendance, unlike most undergraduate courses, does not necessarily count toward your attendance credit. Rather, attendance is based upon your presence, *plus* interactions and ability to discuss the course material in class. Should you not be prepared for class, it is possible to be counted as "absent" for that class period.

Personal Philosophy Draft (25 points)

Rationale: A core priority of this course is to enhance your understanding of the history of higher education, and also student affairs as a profession. In addition, it is our hope that you are consistently reflecting on how your skills and abilities are an asset to student affairs. This paper is intended to help encourage you to grapple with your philosophies and understanding of the field.

Guidelines: Prepare an initial paper discussing your current understanding of student affairs, including the role played by student affairs professionals in relation to students and as part of the higher education community. Throughout the semester, you will edit this paper, incorporating changes in your thinking as a result of your CEPD 6170 Fall 2019 course materials and class

discussions. This is designed to help you focus on and begin to articulate your own attitudes and beliefs concerning the field of student affairs.

This assignment is also intended to help you begin to develop your own identities and career aspirations as student affairs professionals. More specifically, this paper should address the following questions: 1. What role is/should be played by student affairs professionals in relation to students and why? 2. What role does/should student affairs play within the higher education community, and what is the basis for your perceptions?

The first submission of this paper is meant to be a statement of your thoughts as you enter this course. It is not meant to be a research paper. This paper is intended to be at most 750 words in length (3 pages double spaced). It is necessary to including references, and you should follow APA style. You should also write thoughtfully and use correct grammar, spelling, and punctuation. This should be submitted via CourseDen (see Course Schedule for due date).

Functional Area Presentation (25 points)

Rationale: To learn about different functional areas frequently associated with student affairs.

Guidelines: Each student will select an area of interest from CAS. No more than two students may select the same area for the purposes of this course. Beginning with the appropriate chapter from the CAS Professional Standards for Higher Education (8th ed.), prepare a visual aide (PowerPoint, etc.)

This handout should include:

1. A few key points from a recent article in the Chronicle of Higher Education or Inside Higher Ed that addresses an issue for the functional area (summarize the article; do not include the full text)
 2. One or two highlights from the relevant CAS standards that help to explain the essence of your functional area
 3. A website address for a professional organization related to your functional area
 4. A job announcement for an entry-level, Master's-required (or preferred) position in that functional area; try to find one that includes a salary and include Web address of the posting
 5. APA citations for the article and CAS Standards
- On the day your assignment is due, come prepared to help facilitate an engaging discussion on the functional area during the 15 minutes of the class devoted to this topic. Compelling discussion will focus on difficult issues, controversies, current news, or legal challenges rather than "What was your experience with this functional area as an undergraduate?" Students will be assigned a week to present, beginning Week 3.

Contested Issue Paper (50 points)

Rationale: Student affairs professionals are often called upon to prepare written documents explaining complex issues facing administrative units, proposals for new programs, or documentation of the need to continue existing programs. Since senior level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

Guidelines: To accomplish this task, identify an important, current, compelling (or at least interesting!), and controversial issue in student affairs and collect resources addressing it. Be certain that a reasonable argument supporting and opposing a position on both issues can be made. For example, sexual assault and sexual harassment are not controversial issues. One cannot reasonably argue in support of sexual assault or harassment. One can, however, argue the merits of a particular policy for handling charges of sexual harassment or assault. You should focus on a policy or practice question, not a research question. In other words, “Should we have this policy?” vs. “Is this policy effective?” The latter is a research question. However, you might argue for a position (pro or con) based on the effectiveness (or lack of it) as supported by research (e.g., research supports the effectiveness of this approach, I agree with it philosophically, and therefore I support the position). I recommend that you talk with me about your topics before you commit to them. Browsing literature from our field will help spark your ideas. In addition to journals such as *Journal of College Student Development*, *Journal of Student Affairs Research and Practice*, (replaced NASPA Journal) *Journal of Higher Education*, *Journal of College Student Affairs*, and *Journal of College and University Student Housing*, you may also get ideas from non-referred publications such as *About Campus*, *Inside Higher Ed*, and the *Chronicle of Higher Education*.

Each issue paper must include at least three references and at least two should be from a refereed journal. Since a major purpose of this assignment is to introduce you to the profession’s literature base, citations from the popular press (e.g., newspapers and magazines) and websites (e.g., Wikipedia) should be avoided and will not count toward the three required references.

You will write the paper using this format:

1. Briefly explain the issue, making clear the particular question at hand (e.g., Should we have this policy?). The issue should be clear to the reader in the first paragraph. Being able to pose a question to which one can reasonably argue yes or no is a good indication of having focused on a particular issue and not just be swimming in a large topic.
2. What is the most compelling argument supporting a position on the issue?
3. What is the most compelling argument opposing that position on the issue? (2 and 3 can appear in either order)
4. What is your position on the issue? Make a convincing case to explain why you have taken that position.
5. To which functional area(s) is this issue most relevant?
6. What are the implications of your position for student affairs practice? One purpose of this assignment is to learn to write in APA style; therefore, your paper (including references and citations) must follow APA guidelines in the *Publication Manual of the American Psychological Association*. Issue papers may not exceed 750 words excluding the references list (approximately 3 pages double spaced). Do not include a cover page. Use the word count function of your word processor and type the word count at the end of the text of paper, prior to the reference list (e.g., word count = 748). Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 3 and 4 of the APA manual. Issue papers are graded on the clarity of the issue and positions argued, strength of the arguments made, implications drawn, quality of writing (i.e., graduate-level writing that is free of APA, grammar, spelling, syntax, logic, organization, clarity, and style errors). Choose an appropriate title for your issue paper. You may revise and resubmit your first issue paper once. Submit originals with revisions. Papers must be

submitted by the due date within CourseDen to receive full credit. Late papers may not be accepted at all.

Conference Program Proposal (25 points)

Rationale: As professionals, we have an obligation to share our ideas with colleagues via conference presentations and workshops to continue the progression and growth of the field. To help prepare you for this skill, you will (with an assigned partner) develop a program proposal using one of your assigned functional areas and issues. This task will be completed via an online form (similar to those for real conferences). Each student will be required to submit their own copy of the proposal form, and complete partner evaluations in order to earn full credit for this assignment.

Final Personal Philosophy (100 points) - TK20 Assignment

This summative assignment is a comprehensive reflection on the evolution of your thinking as you conclude this course. It should address the same three questions as you addressed in your Personal Philosophy Draft. In regard to your own philosophy, what has and has not changed and why? A primary focus should be upon how your experiences (in and out of class), course readings, and course discussions have had an impact on your thinking. In addition, it should include an analogy of your choosing to explain your understanding of the purpose of student affairs to another person. Be specific in your connections in your analogy. Grading will take into consideration your ability to integrate reading material, discussions, and ideas included in the course during the semester. This paper is intended to be approximately 5-7 pages (1,250 – 1,750 words) in length and should be in APA format. The final version of your personal philosophy must be submitted electronically in the CourseDen assignments box AND via TK-20. A total of 10 points of your final grade will be deducted for each day late of the designated due date for this assignment.

Program Presentation (50 points)

As a final display of your understanding of higher education functions, issues, and their potential solutions, you and your partner will present your proposed presentation to the rest of the first-year cohort at the UWG Foundations of College Student Affairs Conference. For this presentation, you will be asked to:

- Dress professionally
- Prepare a 45 minute presentation that (1) briefly outlines your functional area, (2) describes your chosen issue thoroughly, (3) explains a proposed solution to your issue, and (4) effectively integrates student development theory into the solution
- Prepare a visual aid for your presentation (e.g. PowerPoint) [This is what should be submitted to CourseDen]
- Prepare a handout to distribute to your audience (*your other first-year cohort mates and invited guests*)

Course Evaluation (10 points)

This final evaluation will be completed in class. Students must be on time and present in order to complete this assignment on the assigned class date.

Grading Information and Policy

Considering this is a Master's level class, all work is evaluated by the instructor on a substantive basis. Things considered for each assignment include:

- Thoughtfulness
- Writing
- Intentionality
- Content
- Critical Thinking
- Overall Quality

The instructor reserves the right to reject any assignment she deems unacceptable for doctoral education.

Students will be graded using the following scale:

A = 90-100%, B = 80-89%, C = 70-79%, F = 69% and below

Course Policies

Academic Honesty:

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another's work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Student Handbook and the Graduate Catalog. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the Program.

Attendance and Engagement:

Attendance and engagement is expected at a graduate level. The course is designed to keep you engaged and participating weekly. It is your responsibility to remain active and engaged in class participation.

Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations are available to all students, within constraints of time and space.

Late Work:

Late work is any work that prevents the instructor from grading the assignment after the due date. This includes, but is not limited to any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). As a general rule, late work will not be accepted in this course. However, life happens. If you have circumstances in your life which will prevent you from submitting weekly assignments on time, please notify me immediately. I can help in advance, but cannot help after an assignment is due. It is your responsibility to communicate with me regarding your inability to complete assignments as soon as possible. Late submission of the annotated bibliography or in perspective will not be accepted, as you have an entire semester to complete these. To avoid late work, please DO NOT procrastinate and wait to submit at the last possible minute.

Professional Conduct:

It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially. At times, we may not know information or say the wrong thing. This should be a safe place to make mistakes and we should be able to help each other learn the information.

Student Email Policy:

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information. I will send emails through CourseDen and to your student email account.

Rights of reservation:

Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is typically the winning source.

UWG Policies

As of July 1, 2017, "campus carry" is in effect at all public universities in Georgia. UWG follows the University System of Georgia guidance. There are several restrictions to this law, which are explained on the [USG Campus Carry Guidance webpage](#). Answers to specific questions can be found under the "Additional Information" tab.

For important policy information on the UWG Honor Code, Email, and Credit Hour policies, as well as information on Academic Support and Online Courses, please review the information found in the [Common Language for Course Syllabi](#). Additions and updates are made as institution, state, and federal standards change, so please review it each semester.

Americans with Disabilities Act Statement:

If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Center for Accessibility Services](#). UWG also provides [Accessibility Statements for Technology](#) that you may be required to use for this course.

Communication Rules

Communication should occur through the University email system. Emails and communication sent through CourseDen may go unanswered or have a delayed response. Emails sent to shannas@westga.edu typically have a 24 – 48 hour response.

Class Schedule Information

Week	Subject/Theme	Date	Reading Assignment	Assignment Name **
1	Introduction to Course	8/15	“Don’t Drink the Water” Syllabus: In Class	Personal Bio Sheet: In Class
2	History of Higher Education (I)	8/22	SS Chapter 1 Statutes of Harvard	
3	History of Higher Education (II)	8/29	Edgerton (1997) Education White Paper Excerpt	Personal Philosophy Paper – Due 8/28 Functional Area Presentation #1
4	The Roots of Student Affairs (I)	9/5	Lloyd-Jones & Smith: Chapters 1 & 2 Schwartz: How Deans of Women Became Men	Functional Area Presentation #2
5	The Roots of Student Affairs (II)	9/12	SS Chapter 4 Greenburg: The New GI Bill	Functional Area Presentation #3
6	History – A Review	9/19	Hevel: Toward a History of Student Affairs	Functional Area Presentation #4
7	The Student Affairs Profession: Guiding Assumptions (I)	9/26	Evans & Reason: Guiding Principles ACE: The Student Personnel Point of View (x2)	Functional Area Presentation #5
8		10/3	Fall Break – NO CLASS	

Week	Subject/Theme	Date	Reading Assignment	Assignment Name **
9	Philosophical Assumptions	10/10	Online Class – ENGAGE Conference SS Chapter 5 Blimling: United Scholarship	
10	The Student Affairs Profession: Guiding Assumptions (II)	10/17	ACPA: The Student Learning Imperative, Principles of Good Practice, Learning Reconsidered	Discussion Post #1 due by 10/16 Contested Issue Paper Due by 10/17 Functional Area Presentation #6
11	Sociology of Higher Education: Student Diversity & Higher Ed	10/24	Freeman & Taylor SS Chapter 3 *Additional Readings	Conference Program Proposal - Due 10/23 Functional Area Presentation #7
12	Becoming a New Professional	10/31	Ardoin: New Professionals Collins: The Socialization Process SS Chapter 27	Functional Area Presentation #8
13	Ethics	11/7	SS Chapter 6 Janosik, Cooper, Saunders, & Hirt: Legal Issues	Final Personal Philosophy Paper – Due 11/6 Functional Area Presentation #9
14	Professional Organizations	11/14	Online Class – ASHE Conference Janosik: Chapter 10	
15	Annual Foundations of Student Affairs Conference	11/21		Discussion post #2 due by 11/20 Program Presentations
		11/28	Thanksgiving – NO CLASS	

Week	Subject/Theme	Date	Reading Assignment	Assignment Name **
16	Supervision Course Evaluation and Summary	12/5	SS Chapter 21 & Chapter 25	Final Evaluations Functional Area Presentation #10

****Note:** Dates may change at the instructor's discretion. All changes will be posted in the News/Announcements section of CourseDen.

* Instructor may add readings weekly upon her discretion.

Additional Support Information

Technical Support

Technical support for CourseDen, as well as the technological requirements, accessibility statements, privacy statements, tutorials, and other information can be found at [UWG Online Student Help](#).

Center for Academic Success

The [Center for Academic Success](#) (CAS) provides services, programs, and opportunities to help all undergraduate students succeed academically. The CAS offers free appointment-based peer tutoring in core courses, as well as supplemental instruction (SI)—which is peer-facilitated collaborative learning—in a variety of disciplines. Students seeking help with study skills and strategies can attend workshops through the Academic Success Workshop series, or work individually with either a staff or peer Academic Coach. Beginning Fall 2014, the CAS will also offer “Back on Track,” a voluntary academic recovery program designed for students who want to improve their grades and academic standing. The Center for Academic Success is located in UCC 200, and can be reached at 678-839-6280. Our email address is cas@westga.edu.

Smarthinking

Smarthinking offers online tutoring services and resources (including the Writing Center) for UWG students/instructors in all courses. A link to Smarthinking is available in CourseDen under Resources in the navigation bar.

Student Services

Here is a great resource of [Student Services](#) for all students at UWG, whether or not they are taking online courses. This link provides students with most of the information they need. If a student is experiencing distress and needs some help, check out [UWG Cares](#).

Full URL Support for Courses

- **CourseDen D2L Home Page**
<https://westga.view.usg.edu/>
- **D2L UWG Online Help** (8 AM – 5 PM)
<https://westga.view.usg.edu/d2l/login>
- **24/7/365 D2L Help Center**
<https://d2lhelp.view.usg.edu/>
- **University Bookstore**
<http://www.bookstore.westga.edu/>

- **Common Language for Course Syllabi**
<https://www.westga.edu/administratio n/vpaa/common-language-course-syllabi.php>
- **UWG Cares**
<http://www.westga.edu/UWGCares/>
- **Center for Disability**
<https://www.westga.edu/student-services/counseling/accessibility-services.php>
- **Student Services**
<http://uwgonline.westga.edu/online-student-guide.php>
- **Center for Academic Success**
<http://www.westga.edu/cas/>
- **Distance Learning Library Services**
<https://www.westga.edu/library/resource-sharing.php>
- **Ingram Library Services**
<http://www.westga.edu/library/>
- **Proctored Exams**
<http://uwgonline.westga.edu/exams.php#student>
- **Student Services**
<https://uwgonline.westga.edu/online-student-guide.php>
- **UWG Accessibility Statements for Technology**
<https://docs.google.com/document/d/16Ri1XqaXiGx28ooO-zRvYPraV3Aq3F5ZNJYbVDGVnEA/edit?ts=57b4c82d#heading=h.yrqeffvts1f>