MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS

Course Prefix & Number: COE 8553

Course Title: Student Affairs in Higher Education

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalog Description: Overview of student development programs in higher education. Emphasis on philosophical foundations, organization, and the role of each service within a student development program.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. KNOWLEDGE - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. COLLABORATION - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. REFLECTION - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. PRACTICE - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
Course Objectives:

Students participating in this course will:

1. Understand the history, philosophy, trends, and major issues in student affairs in American higher education (CACREP SACC – A.1; CFPO #3, 4, 11; InTASC #4).
2. Understand the legal and ethical issues related to the practice of student affairs (CACREP SACC – A.2; CFPO #1, 9, 13; InTASC #4, 9).
3. Understand the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community (CACREP SACC – A.3; CFPO #1, 2, 9; InTASC #3, 9).
4. Identify the diversity of roles, functions and settings of student affairs professionals in postsecondary education (CACREP SACC – A.4, A.9; CFPO #1, 4, 9, 10; InTASC #4, 10).
5. Know the role and importance of professional associations and preparation standards and required credentials relevant to the practice of student affairs (CACREP SACC – A.5; CFPO #5, 6, 7; InTASC #9).
6. Recognize the current trends in higher education and the diverse character of postsecondary education environments (CACREP SACC – A.7; CFPO #3, 14; InTASC #4).
7. Understand organizational, management, and leadership theory and practice for services encompassed by college student development in postsecondary education, including areas such as admissions, financial aid, recreational sports, and health services (CACREP SACC – A.8, A.9; CFPO #1, 2, 3, 9, 10, 14; InTASC #4, 10).
8. Be familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education (CACREP SACC – A.10; CFPO #1, 3, 4, 5, 6, 7, 10, 14; InTASC #4, 10).
9. Understand the operation of an institutional emergency management plan and the roles of student affairs professionals and counselors in postsecondary education during crises, disasters, or other trauma-causing events (CACREP SACC – A.12; CFPO #1, 3, 4, 9, 10, 14; InTASC #10).
10. Demonstrate an understanding of the interrelationships among educational, personal/social, and career roles and responsibilities of students and others in the learning community (CACREP SACC – B.2; CFPO #3, 9; InTASC #5, 10).
11. Demonstrate the ability to understand, support, and advocate for postsecondary student learning and development (CACREP SACC – B.3; CFPO #1, 2, 3, 4, 6; InTASC #1, 6).
12. Applies knowledge of issues that affect student affairs practice (i.e. public policy, finance, governance, cultural contexts, international education, etc.) (CACREP SACC – B.4; CFPO #1, 3, 4, 14; InTASC #4, 5, 10).
13. Demonstrates an understanding of the leadership, organization, and management practices that help institutions accomplish their missions (CACREP SACC – B.5; CFPO #3, 14; InTASC #10).
14. Demonstrates an understanding of the psychological impact of crises, disasters, and other trauma-causing events on students, faculty, and institutions (CACREP SACC – B.7; CFPO #4, 5, 6; InTASC #3, 6, 10).
15. Knows principles of addiction intervention, consultation, education, and outreach for students in postsecondary education (CACREP SACC – C.3; CFPO #3, 4, 14; InTASC #4).
16. Understands the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education (CACREP SACC – C.4; CFPO #3, 4, 14; InTASC #4).

17. Demonstrates the ability to use procedures for assessing and managing suicide risk (CACREP SACC – D.4; CFPO #1, 2, 3, 4, 5; InTASC #5).

18. Participate in the design, implementation, and evaluation of a student affairs related program or event which promotes wellness and the holistic development of students (CACREP SACC – D.6; CFPO #3, 4, 5, 9, 10, 12; InTASC #1, 5).

19. Understand postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability, and family situation. (CACREP SACC – E.1; CFPO #2, 6, 8; InTASC #1, 2).

20. Understand learning styles as well as institutional, systemic, interpersonal and intrapersonal barriers to learning in postsecondary education (CACREP SACC – E.2; CFPO #1, 2, 3, 6; InTASC #1, 2, 3, 8).

21. Identify and understand the sociopolitical and socioeconomic factors, including the effects of discrimination and oppression that affect all students (CACREP SACC – E.3, E.4, E.6; CFPO #2, 6, 8; InTASC #2, 3).

22. Recognize the unique needs of all types of students in postsecondary education (CACREP SACC – E.5; CFPO #2, 6, 8; InTASC #2, 8).

23. Assess and analyze postsecondary student needs, recognizing uniqueness in culture, languages, backgrounds, and abilities for appropriate learning and developmental opportunities (CACREP SACC – F.2; H.1; CFPO #4, 13, 14; InTASC #1, 2, 5, 6).

24. Collaborate with the postsecondary community to assist students and use postsecondary community resources to improve student learning and development (CACREP SACC – F.3; CFPO #9, 10, 14; InTASC #10).

25. Applies multicultural competencies to serve diverse postsecondary student populations (CACREP SACC – F.4; CFPO #1, 2, 5, 6, 8; InTASC #1, 2, 5).

26. Address multicultural counseling issues as they relate to student development and progress in postsecondary education (i.e. power, privilege, oppression) (CACREP SACC – F.5; CFPO #1, 2, 3, 6, 8; InTASC #1, 2, 3, 5, 6).

27. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary education (CACREP SACC – F.6; CFPO #1, 3, 4, 10, 13, 14; InTASC #3, 6, 7).

28. Understand how to critically evaluate research relevant to the practice of student affairs (CACREP SACC – I.1; CFPO# 1, 13; CFPO #1, 3, 4, 13; InTASC #4, 5, 6, 7).

29. Analyze and use data to enhance student affairs programs (CACREP SACC – J.3; CFPO #1, 3, 4, 13; InTASC #3, 4, 5, 6, 7, 10).

30. Understand the components of reflection and service-learning as they apply to the application of theory to practice from a classroom to community setting (CFPO #3, 8; InTASC #5, 9).

*References to CACREP SACC refer to the Student Affairs and College Counseling standards established by the Council for Accreditation of Counseling and Educational Programs. References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework. References to InTASC numbers are based on the InTASC Model Core Teaching Standards.*
Topics Covered: (45 total clock hours)

9 hours  Historical and Legal Foundations of Student Affairs
6 hours  Professional Skills and Competencies in Student Affairs
6 hours  The College Student: Enrollment Profiles, Diversity, and Development
3 hours  Organizational Structure, Culture, & Politics in Student Affairs
3 hours  Applied Administrative Skills in Student Affairs (e.g., Emergency Management)
3 hours  Collaborations between Student Affairs and Academic Affairs/Faculty
3 hours  Future Trends in Student Affairs and Higher Education
12 hours  Applied Professional Knowledge, Program Assessment, and Leadership Skills through Service-Learning

Required Texts:


**Students will also be expected to read other assigned readings and supplemental materials as required by the professor.

Methods of Instruction:

Lecture, In-Class Discussions and Interactive Activities, Research Paper, Case Study Analysis, Oral Presentations, Reflective Journal, Applied Service-Learning Project

Suggested Student Activities:

1. Active Class Participation and Preparation – 5 points
   Course Objectives 1, 12

   To meet the learning objectives stated above, you must be present and participate actively in the discussion and experiential aspects of the course. Attendance, promptness, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. If you are unable to attend class due to an emergency or other similar circumstance, you are expected to notify the professor in advance whenever possible. In the event of illness or other situation resulting in your absence, you are expected to contact the professor as soon as possible. Treat class as you would a job; notify the professor as you would a supervisor.

   All students are expected to be fully prepared to engage in class discussions by completing every assigned reading prior to class. You are responsible for everything that is covered, distributed, or announced during class. If you miss more than one class period, or are repeatedly late, your final grade will be affected.

   See point distributions and descriptions below.
• **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (4-5 points).

• **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (3 points).

• **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (2 points).

• **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-1 point).

2. **Current Issue Reaction (CIR) – 5 points**
   
   Course Objectives 1, 2, 4, 6, 10, 12, 13, 27, 28

   Each student is expected to read about current issues or events in higher education that have implications for student affairs. These events could be related to the trends/major issues in student affairs, legal and ethical issues, the role of student affairs in higher education, the management of student affairs, personnel practices, or any other issue that may have an impact on student affairs practice (CACREP SACC – A.1, A.2, A.7, A.8, A.9, B.4; Learner Outcomes #1, 2, 6, 7, 12).

   **Step A.** At our first class meeting, sign up for a CIR presentation timeslot.

   **Step B.** Select an article from a reliable source that presents an interesting insight into a current topic/event as described above. The goal of this exercise is to help you become familiar with professional resources such as trade publications and academic journals. Therefore, please do not use *USA Today*, other general newspapers, magazines, or popular media for this assignment. Recommended sources include (but are not limited to): *The Chronicle of Higher Education* articles (not opinion pages), the *Journal of Student Affairs Research and Practice*, the *Journal of College Student Development* or the *College Student Affairs Journal*. Please contact the professor if you have questions about your source or you are unsure about your CIR.

   **Step C.** At least 48 hours before your in-class discussion timeslot, post a new thread in the Current Issue Reaction (CIR) Discussion Board on Blackboard Learn. For the title of the post, include the date of your in-class CIR presentation and the title of the article you have chosen. For instance, if you are signed up to discuss the article on September 3, your post would be titled:

   **09.03.2013: Student Affairs Groups Mull Possible Merger**
Step D. In the body of your post, begin by providing the citation of the article in correct APA format. Continue by writing a brief analysis of the article (the equivalent of no more than 2 pages in a Word document). In the first paragraph, summarize the main points of the article. In the remainder of the reflection, react to the article by taking a position on the topic (e.g., do you agree/disagree, is a trend good/bad, is the idea practical/impractical, is the research useful to practice/not useful). Conclude by discussion how you believe the issue will impact student affairs, its constituents, and/or higher education.

Step E. Attach a pdf or link to the post so that your colleagues can read the article for themselves.

Step F. On your scheduled CIR day, you will facilitate a discussion with the class based on your article. Come prepared with 3 provocative questions for student affairs administrators based on the article and your reflections. After a brief summary of the topic, use these questions to direct a class discussion lasting 20-30 minutes.

Step G. Please note that all students in the class should prepare for the upcoming discussion by reading the posted article and reflection beforehand.

3. “Student” Research Paper and Presentation – 25 points
   Course Objectives 1, 3, 11, 12, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28

   Students are at the core of why student affairs practitioners exist, what they do on a day-to-day basis, and how they set priorities within the profession. One of the challenges student affairs administrators face in working with this population is that each has a unique path of learning, growth, and development shaped by influences spanning personal attributes, hands-on experiences, familial relations, socioeconomic factors, discrimination, power, and privilege. To guide practice, then, it is often helpful to have some general guidelines about different subsets, or “types,” of students.

   This assignment requires you to research a particular “type” of student (i.e. honors student, student athlete, veteran, low-income student, student of color, student with a disability, immigrant student, student parent, retired student, community college student, former homeschooled student, and more). Not only will it help you to better understand the populations you may be working with as a student affairs practitioner, the project will also help you better assess the needs of your constituents (CACREP SACC – B.3, E.1, E.2, E.3, E.4, E.5, E.6, F.4, F.5, I.1; Learner Outcomes #11, 19-22, 25, 26).

   Step A. Each student in the class will be asked to identify a student “type” to research. To collectively learn about as many “types” as possible, each research project must address a different population. To make this happen, select three “types” of students you would be interested in researching. Try to be broad enough to make sure there is a good selection of literature available on your population, but specific enough not to become overwhelmed by excessive amounts of literature. For instance, “students with disabilities” will yield perhaps too much for the scope of this project.
Narrowing the scope to something like “students with psychological disabilities” may prove more manageable. List the student “types” in priority order with 1 being your first choice of populations to study and 3 being your last choice. Post that list on the “Student” Project Discussion Board on Blackboard Learn.

Step B. The instructor will assign student “types” on a first-come-first-served basis and provide feedback with regards to the scope of the categories students have chosen.

Step C. Once the instructor has assigned you a “type,” research the population and its students’ experiences in higher education and student affairs.

Step D. So the instructor can assess whether you are on the right track, prepare a one-page document specifying your topic (i.e., the student “type” you are responsible for researching), at least one peer-reviewed article addressing that population, and a brief review of the article’s main points (as they relate to your student population).

Step E. Based on your research, compose a 4-7 page paper that addresses the following topics:

- Historical information on your student – when did this student “come on the higher education scene?” What is the history of how this student was treated within a higher education setting?

- Learning style: How does this particular student learn best? What are some institutional, intrapersonal, systemic, and interpersonal barriers that may impact their learning? What does the research indicate?

- Socioeconomic factors: What particular socioeconomic factors (including the effects of discrimination and oppression or power and privilege) may have had an impact on this particular student type?

- Unique needs: What are the unique needs of this student? How can student affairs best advocate for diverse student populations? How can you as a student affairs practitioner address the power and privilege issues that may impede this student type? What research could be done to assist Student Affairs practitioners in better understanding the needs of this particular type of student?

Paper style: Your research materials for this paper are to come primarily through peer-reviewed research journals. In order to give your topic justice, the paper should include a minimum of seven (7) peer-reviewed journal articles dated no earlier than 2004. Your paper must be written in APA style.

Step F. Prepare a 7 minute presentation summarizing the findings in your research paper (a rubric will be distributed in class and posted on Blackboard Learn). Students will share their presentations on the date specified by the Course Schedule.
Step G. Post an electronic copy of your presentation to Blackboard Learn on the “Student” Project Discussion Board. Note: Grade will not be assigned without an electronic copy of your presentation.

4. Signature Assignment. Service-Learning Group Project – 40 points
Course Objectives 4, 7, 8, 10, 12, 13, 18, 24, 25, 27, 28, 29, 30

John Dewey said that “we learn best by doing.” Accordingly, you will work on a project this semester that immerses you in the student affairs field through networking, partnerships, and collaboration (CACREP SACC – B.2, B.3, D.6, F.2, F.3, F.6, H.1, I.1, J.3; Learner Outcomes #10, 11, 18, 23, 24, 27, 28, 29, 30).

Part A. Overview of Proposed Project (5 points).

• On the first day of class, students will be asked to separate into groups of 3 or 4.
• Each group will brainstorm to identify a service-learning project it would like to carry out in collaboration with campus offices over the course of the semester.
• Per the course schedule, each group will be required to submit a one-page overview of the proposed project to the instructor. This will become the document you present to your collaborator to gain approval for the project, so be mindful of your audience when creating the document.

Part B. Service-Learning Project Plan (10 points).

• Upon receiving feedback from and/or the approval of the instructor, each team must contact the relevant student affairs entity, pitch their service-learning project idea, and establish buy-in to move forward with the project.
• After the first meeting with collaborator, and upon their approval to proceed, each group will create a revised plan outlining their project, its goals, how it meets the needs of its collaborator, any relevant history/background, and a detailed timeline.

Part C. Service-Learning Project

• Each student must perform 10 hours of service between September 12th and November 28th. You will need to work on this project weekly so that you can reflect on your efforts. Remember, I am not calculating your hours. You have signed the MSU HONOR CODE and I trust your integrity when calculating your service hours.
• In addition, your campus collaborators will be asked to submit progress reports/evaluations at the beginning, middle, and end of the project to provide feedback about your work.

Part D. Service-Learning Final Presentation (10 points)

• At the end of the semester each service-learning group will conduct a 30-minute presentation highlighting their service-learning project. We will invite the
administrators from the service-learning areas chosen by the teams to attend the presentation to celebrate the work that was accomplished.

Part E. Service-Learning Final Deliverable (15 points)

- Each group will also be responsible for submitting a final deliverable to the instructor and to the client outlining all pertinent information about the project (see attached for details).

5. Campus Crisis Case Study Analysis – 10 points
   Course Objectives 2, 9, 10, 12, 13, 14, 15, 16, 17, 27, 28

   It is critical that Student Affairs administrators understand the importance of crisis management. This includes management of large scale campus crises such as disasters and campus shooters, and smaller scale crises such as a campus suicide. Students may work in groups of two or three, or individually, and will choose a crisis on a college campus that has occurred within the last 30 years. Students will provide an analysis of their chosen case including the psychological impact of the crisis on the students, faculty, and staff involved. Suicide case studies require discussion about assessing and managing suicide risk, intervention, consultation, and education for students. This will be discussed in more detail in class. (CACREP SACC – A.12, B.7, C.3, C.4, D.4; Learner Outcomes #9, 14, 15, 16, 17).

6. Weekly Reflections – 20 points
   Course Objectives 1, 5, 30

   Reflection is an important part of service-learning and of professional development in student affairs. To this end, the instructor will assign each student a “Journal” in Blackboard Learn. Each week, the instructor will further provide guidelines for completing an entry in that journal. Journal entries must be posted no later than the start of class the following week.

   Reflection points will be given based on detailed, well-thought out comments. One sentence replies and comments about frustrations with group members will not be given credit. Use this time to think about the work you are doing and the impact it is having either on you, your group, the community, campus, or all of the above!

   Although further instructions will be given on a weekly basis, students can expect the following.

   Part A. An introductory reflection to discuss your background, skills, and thoughts about the student affairs profession (5 points).

   Part B. Ten (10) reflections focused on the personal lessons you are taking away from your experience working on the service-learning project and in the class (10 points).
Part C. A final reflection discussing what you have learned about yourself, service-learning, and the profession throughout the semester (5 points).

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: http://www.honorcode.msstate.edu/

Technology Policy:

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (Mississippi State University Academic Operating Procedure 10.08).

Diversity Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The Department of Counseling and Educational Psychology’s Counseling Program at Mississippi State University encourages the recruitment, acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in Montgomery Hall. Their phone number is (662) 325-3335 and their web address is http://www.sss.msstate.edu/
Field Component:

There is no formal fieldwork required in this course.

Evaluation of Student Progress:

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<td>Participation</td>
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<td>Current Issue Reaction</td>
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<td>Student Research Project</td>
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<td>Crisis Case Study Analysis</td>
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<td>Service-Learning Project</td>
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<td>Proposed Project Overview</td>
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<td>Project Action Plan</td>
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Total Points Possible: 100 points

Grade Determination:

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = 59 points and below

*Please Note:* All assignments are due at the BEGINNING of class on the dates indicated on the schedule. Late assignments will NOT be accepted unless we have made other arrangements prior to class. Late assignments may receive little or no written feedback.

Papers and citations should be submitted in APA Style (6th edition). You are strongly encouraged to work with a classmate to critique and proofread one another's assignments. Each of you is likely to submit better papers and projects as a result of that process. Excessive typographical and grammatical errors detract from your work and will be reflected in your grade.

Bibliography:


