

CSP 601: Foundations and Functions of College Student Personnel

Bowling Green State University
Fall 2007 Course Syllabus
Tuesdays 1:00 - 3:45 p.m. in 355 Education Building

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Course Objectives

The primary goal of this course is to provide a comprehensive introduction to the field of college student personnel and its role in American higher education. A related goal is to develop a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

Students participating fully in the course will develop an understanding of the:

- historical and philosophical influences and organizational structures that have guided the evolution of higher education and the student affairs profession
- purpose, organization, roles, and functions of student affairs and its relationship to the academic community
- changing nature of higher education in America and the role higher education should play in a multicultural society
- roles of the student affairs professional, issues of concern to the contemporary practitioner, and the initiation of a professional identity within the field
- role of the professional literature and various professional associations as contributors to continuous professional development
- skills of analysis, synthesis, and communication (verbal and written) concerning issues and ideas relevant to the student affairs profession

Required Books

As you start the program, you also begin to build your professional library. These are resources you will likely keep in your collection at the conclusion of the course.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

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

MacKinnon, F. J. D., & Associates. (2004). *Rentz's student affairs practice in higher education* (3rd ed.). Springfield, IL: Thomas.

Course Requirements

The objectives of this course will be pursued through required readings, class discussion, written assignments, and presentations. Final evaluation of your work will be based on the quality of your contribution to class discussions and on your performance on all written and oral assignments.

Assignments are due at the beginning of class on the dates indicated on the schedule. Late assignments will receive little or no written feedback and a lower grade unless we have made other arrangements prior to class.

Papers and citations should be submitted in APA style (5th 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. Typographical and grammatical errors detract from your work and will be reflected in your grade. Please staple papers and do not submit plastic covers, folders, etc.

Assignments

***Attendance and Participation**

It is important in this course that you participate by sharing your thoughts and reactions to readings, speakers, and general class discussions. The input of each student is valued and valuable. Your attendance for the full class period is expected and you are responsible for everything that is covered,

distributed, or announced during class. If an absence is unavoidable, you should arrange with a classmate to receive handouts and announcements. Students with three or more absences are unlikely to earn a grade higher than B.

In order to fully participate in class, you are expected to do all assigned readings prior to class. Additional readings may be assigned during the semester. There is a substantial amount of reading for this course. To accomplish all of it, you will need to plan your schedule carefully. Short quizzes on the readings may be given.

*Issue Papers

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: You will write two issue papers. To accomplish this task, identify two important, current, compelling (or at least interesting!), and controversial issues in student affairs and higher education and collect resources addressing them. Make sure that a reasonable argument supporting and opposing a position on each issue can be made. For example, one cannot reasonably argue in support of sexual assault or harassment. One can argue the merits of a particular policy on sexual harassment or adjudicating cases of sexual misconduct. You want to 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 question is a research question. However, you might argue for a position based on the effectiveness (or lack of it) as indicated 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*, *NASPA Journal*, *Journal of Higher Education*, *Journal of College Student Affairs*, and *Journal of College and University Student Housing*, you might also get ideas from *About Campus*, *Inside Higher Ed*, and the *Chronicle of Higher Education*. You might also interview a practitioner about your chosen topic.

Each issue paper must include at least three references and at least two should be from a refereed journal. At least one citation in each paper must be from *Journal of College Student Development*, *NASPA Journal*, or *Journal of Higher Education*. Since a major purpose of this assignment is to introduce you to the profession's literature base, citations from the popular press (e.g., *Time*, *Newsweek*, *USA Today*) and non-scholarly websites (e.g., Wikipedia) should be avoided and will not count toward the three required references.

You will write two issue papers using this format:

1. Briefly explain the issue, making clear the particular question at hand (e.g., Should we have this policy?).
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?
4. What is your position on the issue? Make a convincing case to explain why you have taken that position.
5. What are the implications of your position for student affairs practice? To which functional area(s) is this issue most relevant?

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 1000 words** (excluding the reference list). 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 = 998).

Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 2 and 3 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 twice. Your second issue paper will be reviewed by a classmate and resubmitted based on that feedback. You may submit one additional revision after receiving a grade on the second issue paper. *Submit originals with revisions.*

*Functional 15

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

Guidelines: Beginning with the appropriate chapter in the *Student Affairs Practice in Higher Education* book and *talking* (not e-mailing) with one student affairs practitioner in your chosen functional area, prepare a one-sheet, double-sided handout for each class member. Be creative. This handout should include:

- A brief summary of the chapter
- A few key points from an 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)
- A highlight or two from your interview with a practitioner
- One or two highlights from the relevant CAS Standards
- A website address for a related professional organization
- A job announcement for an entry-level, Master's-required (or preferred) position in that area; try to find one that includes a salary or salary range (include Web address of the posting)
- APA citations for the chapter, article, and CAS Standards

On the day your assignment is due, come prepared to help *facilitate discussion* on the functional area during the 15 minutes of the class devoted to this topic. Assume that class members have read the chapter and do not read your notes or handout to us. Instead, focus on a few key points and engage the group in discussion.

*Faculty Interview

Purpose: To learn about and reflect on the roles and responsibilities of faculty and the cultures of and collaborations between faculty and student affairs, and to interact with faculty as members of a campus sub-culture with its own specific values and concerns.

Guidelines: Contact an undergraduate college or university faculty member (tenured or tenure-track) to request an interview. Because one purpose of the assignment is to become acquainted with a faculty member, please meet in person, not via phone or e-mail. You may want to seek permission to audio-record the interview. Please choose someone you do not already know.

Suggested Interview Questions (paraphrase and adapt as needed):

1. What are your major roles and responsibilities as a faculty member?
2. How would you describe the faculty culture on campus?
3. What do you think is the purpose of student affairs programs and services on campus?
4. What experiences have you, as a faculty member or as a student, had with student affairs?
5. What role do you believe that student affairs should have in realizing the educational mission of the college?
6. Do faculty have a role in supporting the mission of the student affairs division? If so, what is that role?

Based on the interview and relevant readings, write an analysis paper not to exceed 1750 words. (Include word count.) Papers should include:

- Your impression of faculty roles and responsibilities
- Connections between the faculty member's perceptions and key aspects of faculty culture as presented in course readings
- Informed opinions about the faculty role and its compatibility with the student affairs culture
- Reflections on how you, as a student affairs professional, can work effectively with faculty

In addition to readings assigned for class, you must cite at least one additional article.

Use a pseudonym in your paper to refer to the faculty member (preferably not "Dr. X"). You do not need to cite your interview as "personal communication." Set up your paper indicating that you interviewed Dr. Jones. Then you can write something to the effect of "Dr. Jones said"

Interviews

In order to conform with BGSU's guidelines for the ethical treatment of human subjects in research, you MUST inform participants of the following points before you start the interview:

- Why you are interviewing them
- What you will do with the information they are telling you
- If you are taping the interview, that you will erase or destroy the tape once you are done with the information on it
- How you will protect their confidentiality
- That they can decline to answer any question they choose, and can end the interview at any point they wish
- That if they have any questions or concerns about the interview, they can contact your professor (Give them my contact information from the front of this syllabus)

*Site Team Visit and Presentation

- A. Project Objectives
1. To develop an improved understanding of a specific type of postsecondary institution.
 2. To develop an improved understanding of student affairs work within a unique institutional setting.
 3. To develop an improved understanding of how institutions are meeting the challenges presented by an increasingly diverse student body.
- B. Conducting the On-Site Campus Visit
1. Each student will serve as a member of a site team responsible for studying and analyzing a specific type of institution, its student affairs division, and one functional area within student affairs. Different campus settings reflecting various institutional mission statements and organizational arrangements within student affairs will be selected as field sites.
 2. Each site team will make its own arrangements for its campus visit(s) in preparation for a presentation to the class. All group members are expected to participate in the campus visit together.
 3. Your group should begin immediately to arrange your campus visit. It is possible that you will not be able to accomplish everything in one visit. Should you have difficulty making contacts, communicate promptly with me. It would be good if your group can meet with the senior student affairs officer (e.g., vice president for student affairs) or someone near that level in addition to the director of your student affairs functional area.
 4. It is important to be good anthropologists or cultural visitors. You are going to campus to *understand*, as understanding must occur before evaluation. Consider yourself as guests in a foreign land. To that end, reserve judgment since it is likely premature, ask good questions, listen well, look from the perspectives of locals, be unobtrusive, blend in to the campus, and express gratitude to all who help. Before you go, you will be well served to reread the Whitt article assigned for Class #1.
- C. Realizing Project Goals
- To realize the above goals the following three areas must be addressed. Each area will be weighted equally in the evaluation.
1. The institutional setting. What are the characteristics that contribute to the uniqueness of the campus setting: size, affiliation, mission, location, faculty, curriculum, students, costs, etc.? What are the institution's values as expressed through its mission? How is it organized to realize those values? What is its relationship to the community? What are its constituent groups (e.g., students, administrators, faculty, and alumni) like?

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. You cannot understand Ohio State University or Kenyon College without knowing what it means to be a major research university or selective liberal arts college. Help us to understand the type of college or university you visited and how that helps to shape the campus. One way you might think about the institution is to consider its peer institutions or competitors.

2. **Student affairs.** What is the mission of the student affairs division? How is student affairs organized to realize that mission (e.g., What functional areas constitute the student affairs division? Who reports to whom)? How does the student affairs mission support or conflict with the institutional mission? What is the role of student affairs within the institution? What is its relationship to other administrative units on campus? What role does the senior student affairs officer play?

Additionally, in this section of the presentation you must examine one functional area (to be assigned) within the student affairs division. Your team should address the following questions for the functional area: What are the goals of the area? What is its role within student affairs? Who are the students it serves? What programs and services appear innovative or most effective? What are the current issues confronting practitioners in this functional area?

It may be helpful to get a copy of the organization chart for the student affairs division and to distribute this to class members.

3. **Diversity on campus.** In what ways is diversity present on the campus? (Think broadly in terms of race, ethnicity, gender, sexual orientation, age, enrollment status, etc.) Has *the institution* articulated multiculturalism or diversity as an institutional goal? What specific programs have been implemented to enhance and support diversity on campus? Has the curriculum been modified to become more multicultural? Which divisions (e.g., academic affairs, student affairs) have been most instrumental in establishing and realizing multicultural goals for the institution? What has been the student affairs division's response to increasing student diversity? (Note: The institution may not have an actual written diversity statement. However, what evidence can you find of efforts to address diversity and multiculturalism on the campus?)

While each of these three areas must be addressed, the focus of the project is on better understanding a unique institutional setting and how that setting influences the student affairs function. As such it is very important to consider goals two and three within the unique context of your assigned institution. So, consider how both the content and style of your presentation can assist the class in getting a feel for your identified institution and how student affairs and the selected functional areas operate in that context.

D. The Class Presentation

1. Each site team will be limited to a 60-minute class presentation. The members of the site team will determine the style of the oral report. However, each group will be required to utilize PowerPoint to present its findings. You are encouraged to use innovative and creative ways for communicating your ideas and a sense of the campus setting. Remember, creativity in presentation format does not necessarily mean informal. It is possible to conduct a formal presentation that is interactive, creative, and fun.

The class presentation should focus on all three identified objectives (Part A above). Your goal should be to develop and then convey an understanding of the institution. Look complexly at issues. For instance: How might a multicultural mission be shaped at an HBCU, tribal college, HSI, or PWI? How is the campus affected by its geographic location (e.g., urban, suburban, rural)? What about public versus private institutions? What does community mean at an institution that values independence and non-conformity?

2. Materials gathered during the campus visit may be used to highlight significant programs. A brief outline of the class presentation distributed to colleagues will help them retain important information and ease the task of note taking.
3. *Please submit a copy of your PowerPoint to me prior to your presentation.* From the print menu, choose handouts, six slides per page, and pure black and white. This facilitates my ability to give you the most comprehensive feedback.
4. Each team will receive feedback from the entire class using a form provided in class.

E. Grading

You will be graded on your team's performance in:

1. Communicating a feel for the institution, its student affairs division and assigned functional area, and its multicultural mission
2. Connecting your observations about those three areas to the materials we have been reading and discussing in class (e.g., the CAS Standards, the readings from the *Practice* book)
3. Presenting in a professional manner as we discussed in class

***Midterm and Final Examinations**

The midterm exam is a combination of short answer and essay questions. A study guide will be provided. The midterm is held in a computer lab (although you are not required to use the computer). The final is a take-home essay exam.

Evaluation

Issue Paper #1	10%
Issue Paper #2	10%
Functional 15	10%
Faculty Interview Paper	10%
Midterm Examination	25%
Site Team Reports	20%
Final Examination	15%

Your final grade in the course is the weighted average of grades received on individual assignments.

About grading: An “A” paper is excellent—very strong in every sense. It represents a very solid job in addressing all aspects of the assignment, shows complex thinking and insight, reflects graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections), and is free of errors (e.g., APA, grammar, spelling, syntax, logic, organization, clarity, style). A “B” paper is good. It has some weaknesses in one or more of these areas but captures the essential elements of the assignment. Lower grades are assigned to papers with more significant weaknesses in the areas noted above and do not reflect the quality expected in graduate-level studies.

Incompletes are not given except for major emergencies (e.g., hospitalization) late in the term and only after consultation and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments or one wishes to complete the course during a subsequent semester.

Academic Integrity

From the *2007-2008 Graduate Catalog*: Academic honesty is the central value of an academic community. It is expected that graduate students will neither engage in nor facilitate cheating (using or attempting to use unauthorized materials, information, or study aids), fabrication (falsification or invention of any information or citation), or plagiarism (representing the words or ideas of others as one's own) in their academic work. Please note that you may not submit an assignment that has been or will be submitted for another course. See <http://www.bgsu.edu/offices/sa/studentdiscipline/page13640.html> for the full policy on academic honesty.

Students with Disabilities

If you have a documented disability, are registered with the Disability Services for Students Office (<http://www.bgsu.edu/offices/sa/disability/>), and are entitled to accommodations, please inform me as soon as possible so we can make appropriate arrangements.

Religious Observance

If you will miss class due to a religious observance, please notify me as soon as possible.

E-mail Account

Announcements will be distributed via e-mail. Please check your account regularly.

Cell Phones

If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode. In the very unusual event that you must take a call during class, please leave the room quietly.

Schedule

Tentative schedule and readings. Other readings will be assigned as necessary.

[BB] Readings on Blackboard course website

Date	Topic and Readings
Class #1 August 21	Course Introductions and Expectations <ul style="list-style-type: none"> ▪ American Psychological Association Manual: Chapter 2—Expressing Ideas and Reducing Bias in Language ▪ Whitt: “Don’t Drink the Water?”: A Guide to Encountering a New Institutional Culture [BB]
Class #2 August 28	History of Higher Education: The Colonial & New National Periods <ul style="list-style-type: none"> ▪ Thelin: Chapter 1—Historical Overview of American Higher Education [<i>Student Services</i>] ▪ Edgerton: Chapters 1 & 2—Education White Paper: Three Minute History of Higher Education [BB] <p style="text-align: right;">Bring: Your undergraduate institution’s seal and founding date on 4x5 sheet; know a bit of its founding story</p>
Class #3 September 4	The Roots of Student Affairs: University Building through World War I <ul style="list-style-type: none"> ▪ Nuss: Chapter 4—The Development of Student Affairs [<i>Student Services</i>] ▪ Schwartz: How Deans of Women Became Men [BB] ▪ Functional 15: Chapter 3—Admissions/Enrollment Management [<i>Practice</i>] <p style="text-align: right;">Due: Issue paper #1</p>
Class #4 September 11	Higher Education’s Golden Age into the 21st Century <ul style="list-style-type: none"> ▪ Greenberg: How the GI Bill Changed Higher Education [BB] ▪ Hurtado: Chapter 2—Institutional Diversity in American Higher Education [<i>Student Services</i>] ▪ Functional 15: Chapter 4—Academic Advising [<i>Practice</i>]
Class #5 September 18	The Student Affairs Profession: Guiding Assumptions <ul style="list-style-type: none"> ▪ Evans: Guiding Principles: A Review and Analysis of Student Affairs Philosophical Statements [BB] ▪ ACE: The Student Personnel Point of View (1937) [BB] ▪ ACE: The Student Personnel Point of View (1949) [BB] ▪ Functional 15: Chapter 5—Career Services [<i>Practice</i>] <p style="text-align: right;">Due: Issue paper #2 (<i>Bring two copies</i>)</p>
Class #6 September 25	The Student Affairs Profession: Guiding Assumptions (continued) <ul style="list-style-type: none"> ▪ ACPA: The Student Learning Imperative: Implications for Student Affairs [BB] ▪ ACPA & NASPA: Principles of Good Practice for Student Affairs [BB] ▪ NASPA & ACPA: Learning Reconsidered [BB] ▪ Functional 15: Chapter 6—Counseling [<i>Practice</i>] <p style="text-align: right;">Due: Revision of issue paper #2 (Also submit original with peer feedback.)</p>
Class #7 October 2	The CSP Profession: Philosophy and Values <ul style="list-style-type: none"> ▪ Carpenter: Chapter 1—The Philosophical Heritage of Student Affairs [<i>Practice</i>] ▪ Blimling: Uniting Scholarship and Communities of Practice in Student Affairs [BB] ▪ Functional 15: Chapter 7—Discipline and Judicial Affairs [<i>Practice</i>]
Class #8 October 9	Midterm Examination – <u>2:15-5:00</u> in Windows Lab – 222 Education
Class #9 October 16	Understanding Student Affairs Administration <ul style="list-style-type: none"> ▪ Dalton: Chapter 18—Managing Human Resources [<i>Student Services</i>] ▪ Functional 15: Chapter 9—Orientation [<i>Practice</i>] and First-Year Experience [BB] <p style="text-align: right;">Bring: Organization chart from your undergraduate institution and its student affairs division (if you can locate it on-line)</p>

<p><i>Class #10</i> October 23</p>	<p>University Culture & Faculty Affairs: Partners in Common Enterprise</p> <ul style="list-style-type: none"> ▪ Rosovsky: Academic Life: Some Virtues, Some Vices [BB] ▪ Golde & Pribbenow: Understanding Faculty Involvement in Residential Learning Communities [BB] ▪ Magolda: Proceed with Caution: Uncommon Wisdom about Academic and Student Affairs Partnerships [BB] ▪ Functional 15: Chapter 10—Residence Halls [<i>Practice</i>] <p style="text-align: right;">Due: Faculty Interview Paper</p>
<p><i>Class #11</i> October 30</p>	<p>Sociology of Higher Education: Student Diversity & Higher Education</p> <ul style="list-style-type: none"> ▪ El-Khawas: Chapter 3—The Many Dimensions of Student Diversity [<i>Student Services</i>] ▪ Talbot: Chapter 19—Multiculturalism [<i>Student Services</i>] ▪ Broido: Understanding Diversity in Millennial Students [BB] ▪ Functional 15: Chapter 8—Multicultural Affairs [<i>Practice</i>] <p style="text-align: right;">Due: All issue paper rewrites</p>
<p><i>Class #12</i> November 6</p>	<p>Site Team Visit Presentations</p>
<p><i>Class #13</i> November 13</p>	<p>Site Team Visit Presentations</p>
<p><i>Class #14</i> November 20</p>	<p>Sociology of Higher Education: Serving the Millennial Students</p> <ul style="list-style-type: none"> ▪ Coomes: Understanding the Historical and Cultural Influences that Shape Generations [BB] ▪ DeBard: Millennials Coming to College [BB] ▪ Functional 15: Chapter 11—Student Activities [<i>Practice</i>] & Greek Affairs [BB]
<p><i>Class #15</i> November 27</p>	<p>Student Affairs Culture: Understanding our Standards, Ethics, and Legal Foundations</p> <ul style="list-style-type: none"> ▪ Fried: Chapter 6—Ethical Standards and Principles [<i>Student Services</i>] ▪ Barr: Chapter 7—Legal Foundations in Student Affairs Practice [<i>Student Services</i>] ▪ NASPA's Standards of Professional Practice [<i>Student Services</i>] ▪ ACPA's Statement of Ethical Principles and Standards (revised in 2006) [BB] ▪ Functional 15: Chapter 13—Student Health [<i>Practice</i>] <p style="text-align: right;">Bring: One ethical and one legal question or concern (task described in class)</p>
<p><i>Class #16</i> December 4</p>	<p>Student Affairs Culture: Professionalism</p> <ul style="list-style-type: none"> ▪ Carpenter: Chapter 27—Professionalism (focus on Developing a Professional Identity, pp. 579-582) [<i>Student Services</i>] ▪ Whitt: "Don't Drink the Water?": A Guide to Encountering a New Institutional Culture [BB] (You read it before; please review it again.) ▪ Functional 15: Chapter 12—Student Financial Aid [<i>Practice</i>] and Service Learning [BB] <p style="text-align: right;">*Final exam distributed*</p>
<p><i>Class #17</i> December 11</p>	<p>Course Evaluation and Wrap-up</p> <p style="text-align: right;">Due: Final examination</p>

August 15, 2007 – Syllabus and schedule subject to revision with notice
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