Instructor Information:
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Class Meetings:
Thursdays
4:30 p.m. - 7:00 p.m.
JRP Room 246

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:**


**Recommended Resources:**

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


http://www.naspa.org/


**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 of class participation – 25%
Class Project - 25%
Written assignments – 20%
Case Study Portfolio – 20%
Student Services Functional Area Report – 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 final class meeting.
   - Demonstrates through completion of Blackboard pre-class reviews and in-class discussion that reading assignments have been studied thoroughly
   - Comments and questions contribute to greater understanding of the material
   - Beginning with the January 28 class meeting, 5-minute oral reports will be given on assigned Student Services Functional Areas. 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 New University. As a class, we will “create” New University. 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 New University (mission, institutional type, enrollment, population served, location, etc.) Note: This section will be similar for each group. It is included simply to make the final report comprehensive.
   - Philosophical and theoretical foundations underlying the student services organization
   - Organizational structure(s) and reporting line(s) for the student services organization
   - Student services offered, including learning objectives and assessment plan
   - Staffing
   - Allocation of annual operating budget
   - Summary of physical plant for student services
   - Justification that your proposal is truly “state-of-the-art” and why

The written materials are due April 15. Presentations will be given April 22 and April 29.

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. Note: 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. Your assignments will be submitted electronically via Blackboard and must be received by the beginning of the class period on the due date to receive full credit.
- **Personal Philosophy Statement (10%).** After studying and discussing the various professional philosophies, values and ethics of the student services profession, prepare a 2-3 page paper that describes your own philosophy of the profession. Include a clear statement about your relationships with students. Due: **February 25.**
- **Professional Development Plan (10%).** This 2-3 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 **April 22.** You may turn in 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:
- **Part One: Overview of the institution:** enrollment, public/private, location, mission, student services functional areas
- **Part Two: Student services reporting line, organizational structure, evidence of collaboration with faculty, staffing (employee categories, number of staff), evidence of diversity in student services.**
- **Part Three: 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: previous students encourage you to look at available resources before making your selection! Due dates: **February 4, March 11, and April 1.**

5. Student Services Functional Area Report (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. (Post your report on the Discussion Board via Blackboard so that all class members will have access to your report.) The report should include the following components: brief description of the functional area, mission, basic program elements, brief history, current challenges, starting salaries, 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 January 21st and report dates will be assigned at that time.
SUMMARY OF CLASS MEETINGS:

Week 1: Introductions, Course Overview and Expectations
Discussion:
• Introductions and expectations
• Discuss organizational and conceptual foundation of course
• Review syllabus, preparation for class
• Blackboard tour
• Review grading rubrics
• Introduction to Student Services Functional Areas; review requirements of Student Services Functional Area assignment
• Review key events in the History of Higher Education and possible impact on Student Affairs

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

Week 2: American Higher Education: Historical Beginnings
Preparation:
  o Komives Chapters 1-2; and Chapter 15
  o Discussion questions
  o Carnegie Classifications information (see Blackboard link)
  o Discussion questions
Discussion:
• Questions about the syllabus, course requirements
• Select functional area report topics and dates
• Key events in the History of American Higher Education
• Institutional types – Carnegie classifications
• Review Case Study Portfolio assignment and select institutions

Week 3: The Emergence of the Student Affairs Profession: Guiding Assumptions
Preparation:
  o Interview someone outside of student services to learn about their perceptions and awareness of student services. Bring your summary notes to class for discussion.
  o Komives Chapter 4
    o Discussion questions
  o The Student Personnel Point of View (1937) (see Blackboard link); The Student Personnel Point of View (1949) (see Blackboard link); The Student Learning Imperative (see Blackboard link); Principles of good practice for student affairs (see Blackboard link)
    o Discussion questions
Discussion:
• Perceptions of Student Affairs - discuss interviews
• History and development of Student Affairs
• Philosophical foundations of the profession
• Functional area reports
Week 4: Guiding Assumptions, Continued

DUE: Part One Case Study Portfolio

Preparation:

- Discussion questions

Discussion:

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

Part II: Student Affairs and the Organization

Week 5: Organizational Models for Delivery of Student Services

Preparation:

- *Komives* Chapters 8 and 12
  - Discussion questions
  - Discussion questions
  - Become familiar with the institutional type, organizational structure and reporting lines of your Case Study Institution

Discussion:

- Institutional type, context and student services
- Reporting lines and organizational structures
- Case Study examples of reporting lines and organizational structures
- Functional area reports

Week 6: The Campus Context for Delivery of Student Services

Preparation:

- *Komives* Chapter 11, 13-14.
  - Discussion questions
- Mills. The Role of the Middle Manager (Barr and Desler). E-Reserve.
  - Discussion questions

Discussion:

- Institutional context
- Understanding the academic enterprise and mission
- Understanding student needs
- Functional area reports
Part III: Essential Skills for the Profession

Week 7: Ethical Foundations for Decision-Making
DUE: Personal Philosophy Statement
Preparation:
  o Komives Chapters 6, A, B, C (Resources at End)
  o Discussion questions
  o Lampkin and Gibson. Ethics and Student Affairs Administration. E-Reserve.
  o Discussion questions
Discussion:
  • Professional standards
  • Models for ethical decision-making
  • Functional area reports

Week 8: Leadership and Human Resources Management
Preparation:
  o Komives Chapters 18 and 20
    o Discussion questions
  o Beatty and Hughes. Becoming a Strategic Leader. E-Reserve.
    o Discussion questions
  o Sandeen and Barr. How Can Student Affairs Attract and Retain a Diverse Staff? E-Reserve.
    o Discussion questions
Discussion:
  • Functional area reports
  • Leadership, Strategic Leadership and Being a Leader
  • Human Resources: Hiring, Feedback, and Firing

Week 9: Multiculturalism and Legal Foundations
DUE: Part Two: Case Study Portfolio
Preparation:
  o Komives Chapter 3, 7 and 19
  o Discussion questions
Discussion:
  • Multicultural Issues in Student Services - What is Diversity and Why is it Important?
  • Legal Foundations for Student Services - The Basics
  • Functional area reports
  • Identify guest panel members to be invited for 4/16

SPRING BREAK - NO CLASS MEETING

Week 10: Planning, Budgeting and Technology
Preparation:
  o Komives Chapters 16 and 17
    o Discussion questions
    o Discussion questions
Discussion:
  • Planning, budgeting and financial models
  • Technology and student services
  • Functional area reports
Week 11: Conflict Resolution and Crisis Management  
**DUE:**  Part Three: Case Study Portfolio  
**Preparation:**  
- *Komives Chapter 24*  
  - Discussion questions  
- *Campus Emergency Case Study*  
  - Discussion questions  
**Discussion:**  
- When Bad Things Happen....  
- Managing the Crisis  
- Functional area reports  
- Clarify Reading Assignments and Class Format for 4/9  

Week 12: Potpourri of Essential Skills Discussion  
**Preparation:**  
- *Komives Chapters (21-22 OR 23 OR 25 OR 26) AND 27*  
  - Discussion questions  
**Discussion:**  
- Functional area reports  
- Essential skills for the profession discussion  
  - Teaching and Counseling; Advising and Consulting; Community Building; Assessment  
- What it means to be a professional  
- Questions for next week's guest panel  

Week 13: Guest Panel  
**DUE:**  Written Course Project Due  
**Preparation:**  
- Interview questions  

Week 14: Class Project Presentations  
**FINAL DEADLINE:**  Professional Development Plan  

Week 15: Class Project Presentations  

Week 16: Final Class Meeting (Note: Missing this session will be counted as 2 absences)  
**Preparation:**  
- *Komives Chapter 30*  
  - Discussion questions  
- The future of student services  
- Pizza - or class preference for dinner  
- Course feedback and written evaluation