

WCU - INTRODUCTION TO COLLEGE STUDENT PERSONNEL – CSP 605-80

SYLLABUS - 2013 Fall Semester

Excellence is

Caring more than others think is wise;

Risking more than others think is safe;

Dreaming more than others think is prudent; and

Expecting more than others think is possible.

Time: Wednesday, 6:00 – 8:50 PM

Location: Biltmore Park 343

Instructor: Dr. Phil Weast, Dean of Student Services
Southwestern Community College

Office: Southwestern Community College
1st Floor, Enrollment Center, Balsam Center

Phones: Office - (828) 339-4431
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Office Hours: 8:00 am-5:00 pm, Monday – Thursday
8:00 am – Noon, Friday
By Appointment Preferred

Email: Primary: pweast@email.wcu.edu
Secondary: pweast@southwesterncc.edu

Blackboard: Will be used for assignments, handouts and discussion

Conceptual Statement

The Master of Education in College Student Personnel Program is designed to prepare students to become student affairs professionals. Specifically, graduates will work in positions that promote the intellectual, social, emotional and personal development of college students. These professionals work with colleagues, faculty, administrators, and staff to provide college students with a wide array of services that enhance their educational and campus experiences.

Course Objectives

The graduate program in College Student Personnel is based directly on guidelines established by the Council for the Advancement of Standards in Higher Education (CAS). The Foundation Studies part of the curriculum includes study in the historical, philosophical, ethical, cultural, and research foundations of higher education which inform research practice. The history and philosophy of student affairs are essential components of this standard. Students must be able to reference historical and current documents that state the philosophical foundations of the profession and to communicate their relevance to current student affairs practice. Students must also be able to articulate the inherent values of the profession that are stipulated in these documents in a manner that indicates how these values guide practice. Finally, students must be knowledgeable about and be able to apply a code of ethics or ethical principles sanctioned by a recognized professional organization that provides ethical guidelines for their work.

Course Design

This course is intended to introduce students to the field of student affairs in higher education focusing on the foundations of the profession, theoretical bases, models of practice, and employment competencies. It is designed to assist students in achieving the following goals:

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- To develop an awareness of the historical, philosophical, and theoretical bases of the student affairs profession;
- To become familiar with the issues confronting the student affairs profession;
- To become aware of competencies needed as student affairs professionals and to begin the process of self-assessment regarding one's own competencies;
- To begin the process of developing a personal philosophy of student affairs;
- To develop an appreciation of the complexity and contributions of the student affairs field.
- To enhance one's ability to communicate what the student affairs field is all about;
- To enhance one's skills of analysis, synthesis, and written and verbal communication as needed by student affairs professionals;
- To become familiar with functional areas of student affairs; and
- To become familiar with the CAS Standards and the processes involved in applying these standards to practice.

Course Format

The course will follow a seminar format.

- 1st hour - Assigned topic will be discussed and assigned readings evaluated and reviewed.
- Break – 10 minutes
- 2nd hour – Topic discussion continues with group or individual activity assignments.
- Break – 10 minutes
- Final 30 minutes – Discussion of current issues and trends.

Diversity Statement

This course, like others in the CSP graduate program core, will explore the role of the student affairs professional in providing leadership to create inclusive climates that meet the needs of diverse students.

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office's website: disability.wcu.edu

Technology Use

In this course, technology use will include the following:

- Discussions and sharing of information through Blackboard
- Use of Internet resources
- Assignments are submitted in MS Word format through Blackboard
- Use of MS Powerpoint for presentations

There are various technology resources available to you to help you complete assignments in this course. You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B. The Technology Commons on the bottom floor of the library also has various equipment for checkout. Both also provide consultation on the use of technology and software training. If you have questions or need assistance, see Misty Colton in Killian 102B, call 828.227.2747, or email mcolton@wcu.edu

Special Note about Syllabus

This syllabus is subject to change by the instructor depending on the unique circumstances of the class and other

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factors. Students will be notified of all changes.

Texts Required

Schuh, John H. , Jones, Susan R., Harper, Shaun R., & Associates (2011). Student Services: A Handbook for the Profession (5th ed.). San Francisco: Jossey-Bass. ISBN # 0-470-45498-5

Other Resources (provided by instructor)

- The Student Learning Imperative: Implications for Student Affairs
- CAS Standards
- The Student Personnel Points Of View (1937 & 1949 versions)
- Powerful partnerships: A shared responsibility for learning
- Additional resources available through Blackboard.

Evaluation

Grades for this course will be determined by the points assigned to each assignment as indicated below:

<u>Assignments</u>	<u>Maximum Points</u>	<u>% of Final Grade</u>
A. Class attendance, Oral competency & Professional Development	100	10%
B. One (1) Current Personal Philosophy paper – DUE Aug. 28	100	10%
C. One (1) Issue Research paper <ul style="list-style-type: none"> • Topic APPROVED by Sept. 11 --- Paper DUE Oct. 23 	200	20%
D. Two (2) Reflection papers on topics to be assigned (100pts @)	200	20%
E. Three (3) Team projects <ol style="list-style-type: none"> 1) Assigned Topic presentation/discussion # 1 2) Assigned Topic presentation/discussion # 2 3) Functional area analysis and presentation <ul style="list-style-type: none"> • Topic APPROVED by Sept. 18 --- Project DUE Nov. 6 	200	20%
TOTAL	1,000	100%

Students will receive a letter grade as the final grade for this course. The grading policy/system for graduate students can be found in the WCU Graduate Catalog.

Points for the final letter grades are specified below:

<u>Points</u>	<u>Grade</u>
901 – 1,000 =	A
801 – 900 =	B
701 – 800 =	C
000 – 700 =	F

Policies on Assignments

The following policies will be in effect for all assignments (unless instructed otherwise):

- **All assignments must be completed in order to pass the course.** Acceptable grades will not counter-balance zeros for work not submitted.
- **Assignments are due at the PRIOR to the beginning of class on the dates indicated** on the schedule. The instructor reserves the right to refuse to accept late assignments and/or to lower the grade on assignments which are not submitted on time. **One letter grade reduction per day late is the typical penalty.**
- **All assignments must be submitted in MS Word** (through Blackboard) unless otherwise directed.
- **APA guidelines will be followed in producing all written assignments.** Assignments must be typed, double-spaced, spell checked, and stapled. **Failure to use these guidelines will lower the grade for the assignment.**

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- **Good grammar is a must.** There will be little reason for run-on sentences, sentence fragments, misspelled words or similar errors. The presence of such errors will lower the grade on the assignment.
- Students are expected to do their work without collaboration with others unless otherwise instructed. Students should conduct their own library searches to identify information for papers.
- Students should not review papers on the same topic or use reference lists or other resources prepared by other students or others for papers or projects done for this or other courses.
- **Students may not submit the same work in this course for any other course.** Students are expected to demonstrate the highest standards of academic integrity and honesty, consistent with expectations of the department, the institution, and our profession.
- Paper length described in each assignment is intended as a guide, not a requirement.
- Students are urged to use ***Safe Assign***.
- Students WILL NOT use ***Wikipedia*** as a reference source.

Academic Integrity Policy

The class will follow the “Academic Integrity Policy” described in the WCU Graduate catalog. The policy is located on the WCU Graduate School website. The instructor reserves the right to assign a failing grade for an assignment where plagiarism and/or cheating is evident.

Class Rules

The following rules will be in effect for each class meeting:

- Turn cell phones to vibrate and turn off other electronic devices – except during breaks. Exceptions must be approved by the instructor.
- It is preferred that students DO NOT eat in class – except during breaks **OR** when enough is brought for everyone to eat. Beverages are okay.
- Be on-time to class!

Assignments

A. Class Attendance, Oral Competency and Professional Development

1. **Class Attendance** - Students are expected to attend all class meetings. The class will follow a seminar format with the instructor and students engaging in thoughtful discussions and dialogue. Preparation before class and a thorough comprehension of the assigned readings is important to class discussions and essential to the learning process.
2. **Oral Competency** - Your oral competency grade will be determined by the extent and substance of your contributions to the teaching and learning process. Examples of evaluation:
 - Perfect attendance coupled with irregular class preparation and little actual participation will result in minimum points being awarded.
 - Perfect attendance coupled with being prepared and actively engaged in the learning process will result in higher level of points being awarded.
3. **Professional Development** -
 - a. **Discussion of Issues and Trends from Readings** – Prior to each class, students are required to:
 - Find and read articles published in the last 3 years about issues/trends in higher education that specially relate to students, student affairs practices, resources, impact of laws and judicial rulings, etc. Anything relevant to what we do in the profession is appropriate. Sources should include newspapers, journals, Chronicle of Higher Education, and internet resources.
 - Post a reference list of what you have read the past week in Blackboard 24 hours prior to the next class meeting.
 - Be prepared to provide a brief over view of the issue and facilitate class discussion.

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- Class discussion will look at the following aspects:
 - a. Impact on students,
 - b. Impact on higher education, and
 - c. Relevance to individuals working in College Student Personnel.
- Focus on issues until October 1.
- Focus on trends after October 1.
- b. Discussions of Issues that arise in class and online– Student are required to participate in online discussions.

B. Current Personal Philosophy Paper

Students will prepare a paper discussing their current understanding of student affairs; including the role played by student affairs professionals in working with students and as part of the higher education community. The assignment is designed to help students identify their understanding, views, attitudes and beliefs concerning the field of student affairs as they enter the course. **This is not a research paper.** The subject can be adequately addressed in 2-4 pages. A printed copy is NOT required.

The following questions are provided for your consideration in preparing this assignment:

1. What role do you as a student affairs professional have in working with students?
2. Why is this role important?
3. What role does a student affairs professional have within the higher education community?
4. How do you see yourself functioning now in the roles you described in questions 1-3?

C. Issue Research Paper

Students will prepare a research paper discussing an issue facing the student affairs profession. This paper may focus on an issue specific to a particular functional area of student affairs or on a broader issue confronting the field in general. is designed to familiarize students with the student affairs literature and issues facing the profession, to help them enhance their skills of analysis and synthesis in relation to student affairs, and to assist students in improving their professional writing skills. The paper should clearly identify the issue, present relevant data/literature to support various perspectives concerning the issue, and come to some conclusion based on your own analysis and synthesis of the available information.

Expectations:

1. A comprehensive literature review on the topic is expected.
2. Format of the paper must follow APA guidelines, including being typed and double-spaced.
3. Grading will take into consideration clarity of writing, organization, grammar, degree to which conclusions are supported by cited literature, thought displayed in selecting and presenting the issue, and perceived thoroughness of coverage of the issue.
4. Structure of the paper will include:
 - a. A concise statement of the issue.
 - b. Theoretical statements and/or opinion pieces on the issue, with citations.
 - c. Research, pro and con, with citations.
 - d. Your conclusions based on the literature (Does the research support what writers have said about the issue? What are the weaknesses of the literature? What additional study would help clarify contradictions in the research? Be sure to "bring the literature home" to student affairs.. What are the implications for the field and for us as professionals? Based on your reading, what stand would you take on the issue and why?)
5. The issue should be adequately addressed in 10-15 pages.
6. A printed copy is required.
7. Each student will make a brief presentation to the class.

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Issue MUST BE PRE Approved: The instructor must approve the issue chosen by a student. To receive permission to proceed, the student submits a paragraph via email describing the proposed topic. A student must have already consulted the literature to determine the availability of a sufficient amount of information.

Deadline is Sept. 11.

D. Reflection Papers- As Assigned

Students will be asked 2 times during the semester to write and submit short papers (2-3 pages) involving individual reflection on specified class activities and discussions. This assignment will generally be given with one week's notice. Printed copies are NOT required.

E. Team Projects

Students will be assigned to teams throughout the semester to complete various assignments.

1. **Topic Presentations** – Each team will be assigned two topics to research. The team will make presentations to the class that informs and enhances the knowledge of the class on the topic. Resources on the topic will be provided to the class through Blackboard. A class exercise is encouraged.
2. **Functional Area Presentation** - **This presentation is designed as an overview of a functional area in Student Affairs. Teams must select different functional areas that are approved by the instructor in advance – deadline is Sept. 18.** The area chosen for study must be listed in CAS.
 - a. The primary question- to be addressed in the presentation is, "**What is most important for the students in the class (i.e., student affairs professionals in training) to know/understand about the functional area?**"
 - b. Presentation content should include:
 - 1) historical background, purpose/goals plus the nature of the work – what's involved?;
 - 2) preparation/training/qualifications needed to be successful as a practitioner in this area;
 - 3) rewards and challenges of work in this area;
 - 4) future projections for this area; and
 - 5) other information the team considers important
 - 6) Note: When using the assessment instrument, only cover the following parts-
 - Part 1. Mission
 - Part 2. Program
 - Part 3. Leadership
 - Part 6. Legal Responsibilities
 - Part 7. Equity and Access
 - Part 8. Diversity
 - c. The team must visit a functional area and talk with the director or coordinating staff. The CAS Standard for the area chosen should be used to conduct an evaluation of the department visited. The team must assure the staff of the chosen area that the information gained will only be used in this class.
 - d. Each team will provide the class and instructor with a list of resources consulted in preparing the presentation. All readings that the team considers especially informative should be highlighted in this listing. Each team will have 45 minutes for their presentations, including time for questions from the class.

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3. **Team Peer Assessment**: At the conclusion of a team's presentation, each member of the team will complete an assessment of each team member PLUS a self-assessment. Once completed, they are to be emailed to the instructor at the WCU email address within 48 hours of the presentation. The instructor reserves the right to adjust the grade of a team member whose performance as a team member is assessed to have had low involvement.

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Class Dates – Topics, Assignments and Readings (8/21/13)

Aug. 21	Topics: <ul style="list-style-type: none"> • Introductions • Writing in Student Affairs – Using APA • Overview of the class Assignments: <ul style="list-style-type: none"> • Find the history of your undergraduate institution: <ol style="list-style-type: none"> 1) Founding date and names 2) Type of school at founding 3) Size and diversity of students 4) Interesting facts • Current Personal Philosophy Paper – Due 8/28 • Issue Readings • Form 6 teams – make assignments • Teams 1 & 2 – Project #1 	Readings: <ol style="list-style-type: none"> 1. APA Handouts 2. Student Personnel Point of View 1937 & 1949 3. CAS Standards, p. 1-22 4. Text Chpts. 1,2, 3, 5
Aug. 28	Topics: <ul style="list-style-type: none"> • History • Team 1-1 - 1937 Point of View • Team 2-1 – 1949 Point of View • Weekly issues readings and discussion Assignments DUE: <ul style="list-style-type: none"> • Personal Philosophy Paper DUE 	Readings: <ol style="list-style-type: none"> 1. Powerful Partnerships 2. ACPA Ethical Standards 3. CAS Shared Ethical Principles 4. Issues and Trends
Sept. 4	Topics: <ul style="list-style-type: none"> • Team 3-1 – Powerful Partnerships • Team 4-1 - Philosophies & Values • weekly issues readings and discussion Assignments: <ul style="list-style-type: none"> • Issue Paper Topic - Due Sept. 11 	Readings: <ol style="list-style-type: none"> 1. Text Chapt. 6, 7, 8, 14 2. CAS Standards 3. Issues and Trends
Sept. 11	Topics: <ul style="list-style-type: none"> • Team 5-1 - Ethical Standards & Principles • Team 6-1 - Nature of Theories in Student Affairs • Weekly issues readings and discussion • Reflection Paper # 1 – Due Sept. 18 Assignments DUE: <ul style="list-style-type: none"> • Issue Paper Topic - DUE 	Readings: <ol style="list-style-type: none"> 1. Text Chapt. 15, 19, 20 2. Issues and Trends

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Sept. 18	Topics: <ul style="list-style-type: none"> • Characteristics of the students we serve today <ul style="list-style-type: none"> ○ Generations & the Millenials • Legal Issues – Students and Institutions • FERPA • Weekly issues readings and discussion Assignments DUE: <ul style="list-style-type: none"> • Functional Project – DUE: Area Named 	Readings: <ol style="list-style-type: none"> 1. Text Chapt. 9, 10, 11, 14 2. Issues and Trends
Sept. 25	Topics: <ul style="list-style-type: none"> • Team 1-2 – Student Success • Team 2-2 – Framing Student Affairs Practice • Weekly issues readings and discussion Assignments DUE:	Readings: <ol style="list-style-type: none"> 1. Text Chapt. 19, 20, 27, 28 2. Issues and Trends
Oct. 2	Topics: <ul style="list-style-type: none"> • Team 3-2 – Multicultural Competence • Team 4-2 – Leadership • Weekly issues readings and discussion Assignments: <ul style="list-style-type: none"> • Issue Paper Due Oct. 23 	Readings: <ol style="list-style-type: none"> 1. Article: <u>Creating Successful Partnerships Between Academic Affairs and Student Affairs</u> 2. Issues and Trends
Oct. 9	Fall Break – No Class	
Oct. 16	Research/Assignment Planning Workshop – No Class Meeting	
Oct. 23	Topics: <ul style="list-style-type: none"> • Team 5-2 – Professionalism • Team 6-2 - Creating Successful Academic/Student Affairs Partnerships • Weekly issues readings and discussion Assignments DUE: <ul style="list-style-type: none"> • Issue Paper – DUE 	Readings: <ol style="list-style-type: none"> 1. Issues and Trends

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Oct. 30	Topics: <ul style="list-style-type: none"> • Student Behavior • Functional Presentations <ul style="list-style-type: none"> ○ Team 1-3 ○ Team 2-3 • Weekly issues & trends readings and discussion Assignments Due: <ul style="list-style-type: none"> • Functional Presentation • Reference list for trends readings 	Readings: 1. Issues and Trends
Nov. 6	Topics: <ul style="list-style-type: none"> • Research Papers – discussion • Functional Presentations <ul style="list-style-type: none"> ○ Team 3-3 ○ Team 4-3 • Weekly issues & trends readings and discussion Assignments DUE: <ul style="list-style-type: none"> • Functional Presentations 	
Nov. 13	Research/Assignment Planning Workshop – No Class Meeting	
Nov. 20	Topics: <ul style="list-style-type: none"> • Functional Presentations <ul style="list-style-type: none"> ○ Team 5-3 ○ Team 6-3 • Review Issue Papers 	
Nov. 27	Thanksgiving Holiday – No Class	
Dec. 4	Topics: <ul style="list-style-type: none"> • Student Affairs Practice • Review Issue Papers • Closure 	