

Introduction to Student Affairs

(CNS 571)

Fall Semester 2019



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Contacting the Professor:

Please use Blackboard Email Option found under the Communication Tab. Use the subject line “CNS 571” and then provide a brief description of the nature of your communication.

Also note that I am in the Central Time Zone. Every effort will be made to respond to e-mails in a timely fashion.

Keep in mind that e-mail is not the best way to ask general course questions. Those should be posted to the **General Class Questions** Discussion Board since other students may have the same question and could benefit from the response(s). This Discussion Board will be useful throughout the class.

We're in this Together

Here is what I will do for you:

- I will try to check my e-mail and the Discussion Board(s) at least once a day on weekdays and usually one of the weekend days. I will let you know if something comes up and I am less available than usual (i.e., traveling out of town for a conference).
- I will answer your questions via Discussion Board, phone, e-mail, face-to-face, or any method that you prefer. The bottom line is that I will answer your questions, so please don't hesitate to ask.
- I will try to grade assignments within a week of receiving the final products from the entire class.

Here is what you need to do:

- I expect you to read the assigned material, complete the requirements in a conscientious and qualitative manner, and contribute meaningfully to the course on a consistent basis.
- I expect you to complete assignments by the due dates. Consequently, I expect you to have a system for keeping track of activities, when readings and assignments are due, etc.

- I expect you to inform me if you have any points of confusion or need additional clarification in anyway; i.e., I cannot read your mind or “online” facial expressions.

Purpose of the Course:

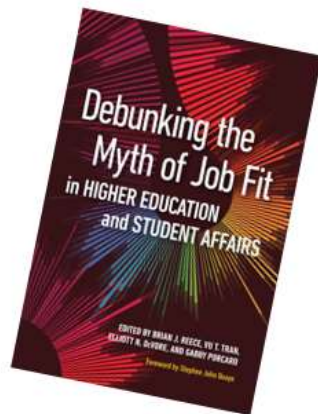
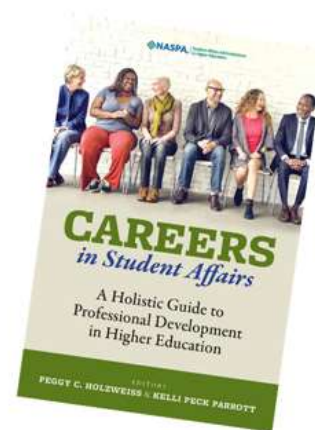
This purpose of this course is to provide initial insight into the student affairs profession; it is an introductory survey course designed to give students a concise yet comprehensive understanding of what student affairs is all about. The course is both theory-based and applications-oriented.

Textbooks:

Careers in Student Affairs: A Holistic Guide to Professional Development in Higher Education

by Peggy C. Holzweiss & Kelli Peck Parrott
(NASPA, 2017)

ISBN-13: 978-0931654640



Debunking the Myth of Job Fit in Higher Education and Student Affairs

by Brian J. Reece, Vu T. Tran, Elliott N. DeVore and Gabby Porcaro
Stylus Publishing Company, 2019

ISBN-13: 978-1620367889

Course Objectives:

Students who complete the course will develop:

- (1) An understanding of the environment in which higher education operates, including how institutions are organized and managed on both a macrocosmic and microcosmic level.
- (2) An understanding of the political nature of higher education and how it affects student affairs.

- (3) An understanding of how student affairs contributes to the general mission of American higher education.
 - (4) An understanding of the chronological and conceptual events that contributed to the current status of the student affairs profession.
 - (5) An understanding of the student constituency in higher education and how such understanding inevitably affects delivery of services.
 - (6) An understanding of sound management and supervisory techniques as applicable to student affairs in higher education.
 - (7) An understanding of the issues which have affected the profession in the past, as well as those which are most influential today.
 - (8) An appreciation for both the complex nature of higher education and how that inevitably affects delivery of student affairs services.
 - (9) An appreciation of the stresses that inherently affect contemporary students and how those conditions affect student potential for success both in postsecondary education and life in general.
 - (10) An appreciation for how things could be and a desire to contribute positively in shaping the future through the profession.
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Teaching/Evaluation Methods:

Many students assume that an Internet course will be easier than a face-to-face class. **This is not the case!** Even though the assignments may be the same as in a face-to-face class, you are on your own. You do not have the regular face-to-face interactions with your peers and instructor. In order to do well in this class, you **MUST** be a self-regulated person who is able to organize and manage your time well. The course outline and assignments are set and it is up to you to monitor and follow them. It is recommended that you devote some time and attention to the course at least 5 days a week. How much time you spend each day is up to you, but this will help you to stay on track and not fall behind. Those who keep up with everything generally do very well in the course. Those who fall behind at any point generally do not do as well because can be very difficult to catch up.

Please keep in mind that this is a graduate level course, not an undergraduate course or a professional development seminar. All course work is expected to be of high quality and reflect your development as a graduate student and a professional.

WebCourse Policies:

Courses offered **entirely on-line** (Internet-based courses) require that students have reliable and regular access to the Internet. The Internet section is constructed with minimal face-to-face or synchronous meeting requirements. Most of the following points are common sense

precautions but many of us have not thought about them before, so I will try to make them somewhat explicit.

Privacy Matters

The Internet may change or challenge the notions of what is private and what is not. I prefer to provide disclosure up front so you know what the possibilities are. Although the course is protected by a password, such tools are not perfect as human beings are using them. You are relatively protected by the password but no one can guarantee privacy on-line. Privacy for every student depends on the actions of each individual student--sharing your password with a friend is violating the privacy of your classmates. Please do not do this.

Disclosure

The course software I use enables me to know which students have logged in, where in the course site they have visited, and how long they have stayed. The Information Technology (IT) staff also have access to information posted at the site.

Guard your password and change it regularly. Also, please do not allow access to the course to those not registered in the course. This includes your spouse, child, boyfriend, girlfriend, etc. You may trust them with your life, but your classmates do not know this person.

Students sometimes want to discuss their grade via e-mail. E-mail is *neither* secure *nor* private. If an individual student requests his/her grade, I cannot reveal to that student his/her grade through e-mail without a legal signature from that student on a permission form. The course software does provide a way for you to check your grade on-line. I am cautious in discussing it in detail via email. I can say some things. When I feel it is too much, I will call you. So ask what you need to ask. Just do not be surprised by a phone call.

Participants are expected to represent their course identities in a truthful manner. Falsifying your identity is grounds for serious disciplinary action regarding all parties involved.

Discussion Boards - On-line discussion is generally looser and more free flowing than face-to-face conversation. I ask that everyone exercise basic respect for one another. I hope you will jump in with both feet and obtain the advantages of on-line interaction for yourself and your learning. Extensive involvement in the Discussion Boards is expected.

Intellectual Property - It is a common misconception that material on the Internet is free. Even if a copyright notice is not present, work is the property of the creator. I expect you will post only material that is yours by right of creation unless you give proper credit and indications. The plagiarism policy applies on the Internet too. Images, sounds and other multimedia are included in copyright law. (For example, professionally done photos as for high school yearbooks belong to the photographer. You only purchase copies.) It is common to receive E-mails with amusing articles or other materials. Be aware that it might be an illegal copy and exercise caution in forwarding it. It may also contain a virus. On the plus side, ideas cannot be copyrighted, so you can share the most important part of a website as long as it is in your own words or interpretation. The laws protect what you produce as well.

Policy on Participation and Late Assignments:

Academic Performance - As a graduate student and professional-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance

Students will be expected to participate in discussions, complete reading and turn-in assignments by the due dates, and interact in a professional manner. Course assignments are due on the date indicated in the syllabus. Assignments will generally not be accepted after the stated due date; cases of *extreme emergency* should be discussed with me. Assignments are due by 11:59pm on designated due date. Assignments may always be submitted early. Assignments should be posted on Blackboard in the designated areas.

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the **Professional Performance Review** process and rubric. The handbook discusses this and other important information.

Academic Dishonesty Policy (Also see WKU Student Handbook)

An incident of academic dishonesty will lead to a failure on the assignment and possibly the course. Academic dishonesty in the form of plagiarism, cheating, or non-participation group work is not tolerated.

Plagiarism is not tolerated and will result in the grade of "F." This represents ideas and interpretations taken from another source as one's own work. Ideas paraphrased from another author must be attributed to that author and cited in any written presentation of such information. Refer to the Publication Manual of the American Psychological Association (6th ed.) for direction on proper citation formatting. Plagiarism will result in grade of "F" for the entire course.

WKU defines plagiarism as the following:

To represent ideas or interpretations take from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly for a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism.

Cheating is not tolerated and will result in the grade of "F." No student shall receive or give assistance NOT authorized by the instructor. Cheating is discussed in the WKU Faculty Handbooks:

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment, or other project that is submitted for purposes of grade determination.

Informed Consent:

Students enrolled in CNS classes and programs are expected to exhibit personal qualities and characteristics consistent with effective functioning as a helping professional. Some classes require learning experiences which focus on self-understanding and growth. The letter grade awarded for a class may not reflect the evaluation of personal qualities needed to function competently in helping professions. Admission to or completion of a CNS class or program of study does not guarantee completion or graduation; assessment of a student's fitness is an ongoing process and students should be aware that the instructor has a continuous responsibility to make such an assessment.

From The Student Accessibility Resource Center:

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270.745.5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

Per university policy, students are not to request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

Specific Course Requirements

A Special Note Concerning Preparation of Assignments

Written documents must be in Microsoft Word file format (or a program that is completely compatible with Microsoft Word). Presentations must be in Microsoft PowerPoint format (or a program that is completely compatible with Microsoft PowerPoint); Prezi is also acceptable. Special Note: If you are using a recent version of Microsoft Office, please save all documents/presentations in 'compatibility mode' so students with earlier versions of Word and PowerPoint will be able to access them. Other file types will not be accepted, as I and other members of the class may be unable to open them.

(1) Autobiographical Presentation Assignment. Each student is to provide an autobiographical PowerPoint presentation or video that introduces him/her to the rest of the class. (PowerPoint presentations are preferred for this Assignment; please note that if you do decide to do a video, it should be no more than 5 minutes in length). Include any information you feel is relevant to helping others in the class know who you are: Where you are from, what you are doing, your interests/aspirations, education/career background; i.e., anything you are comfortable sharing that will help the class understand who you are. Please share the relevance of this course to your professional/personal goals/objectives.

The Autobiographical Presentation Assignment is to be uploaded to the Autobiographical

Presentation Assignment Tab and to your designated Autobiography Presentation Discussion Board (ACPA or NASPA). Students are expected to comment on each other's Autobiographical Presentations on their designated Autobiography Presentation Discussion Board (ACPA or NASPA).

Initial posting of your Autobiographical Presentation is due by Friday, August 30, 2019. Responses (discussion) should be completed by Monday, September 9, 2019.

The Autobiographical Presentation Assignment is worth 10% of the course grade.

(2) Documents Critique Assignment. Each student is required to read, review and provide their reaction to the six documents in the "Documents Critique Assignment" folder in the "Course Content" section of Blackboard:

- *The Student Personnel Point of View (1937)*
- *The History of Student Governance in Higher Education*
- *How Women Impacted the Historical Development of Student Affairs*
- *The Student Learning Imperative*
- *Professional Competency Areas for Student Affairs Practitioners*
- *Toward a Sustainable Future: The Role of Student Affairs in Creating Healthy Environments, Social Justice, and Strong Economies*

All of the documents are to be reviewed collectively; i.e., develop one PowerPoint presentation that captures your review/reaction to the entire set of documents in this folder.

The Documents Critique Assignment presentation is to be uploaded to Documents Critique Assignment Tab and to your designated Documents Critique Discussion Board (ACPA or NASPA). Students are expected to comment on each other's Document Critique presentations on their designated Documents Critique Discussion Board (ACPA or NASPA).

Initial posting of the Documents Critique Assignment is due by Tuesday, September 10, 2019. Responses (discussion) should be completed by Sunday, September 22, 2019.

The Documents Critique Assignment is worth 15% of the course grade.

(3) Chapter Presentation Assignment. Each student will be assigned a chapter from *Debunking the Myth of Job Fit in Higher Education and Student Affairs* by Brian J. Reece, Vu T. Tran, Elliott N. DeVore and Gabby Porcaro from which a PowerPoint presentation (25-30 slides) should be developed that covers the essential content of the chapter. The presentation can also include additional research and reading and should have all the qualities of a face-to-face presentation, be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation.

Each student will also be responsible for leading an online class discussion over their assigned chapters. Specific chapters have been assigned to specific students by the instructor (see the

“Chapter/Discussion Board Group Assignment” document in the “Course Information” section of Blackboard).

The Chapter Presentation Assignment is to be uploaded to the Chapter Presentation Assignment Tab and to your designated Chapter Presentation Discussion Board (ACPA or NASPA). Students are expected to comment on each other’s Chapter Presentation Assignment presentations on their designated Chapter Presentation Assignment Discussion (ACPA or NASPA).

Initial posting of your Chapter Presentation Assignment is due by Monday, September 23, 2019. Responses (discussion) should be completed by Friday, October 4, 2019.

The Chapter Presentation Assignment is worth 15% of the course grade.

(4) Book Reaction/Critique Assignment. Students are expected to read *Careers in Student Affairs: A Holistic Guide to Professional Development in Higher Education* (edited by Peggy C. Holzweiss & Kelli Peck Parrott) and then prepare a chapter-by-chapter reaction/critique; i.e., an honest reaction to the material provided by the author – elaborating as appropriate and discussing the implications and relevance of what she has to say about being a new professional in student affairs. This reaction/critique should be developed into a PowerPoint presentation which should (again) have all the qualities of a face- to-face presentation; i.e., it should be comprehensive in coverage of the topic, exhibit creativity, and include citations and references as appropriate. You are encouraged to include web links, video clips, and other creative means to present information through the PowerPoint presentation. It can also include additional research and reading.

The Book Reaction/Critique Assignment is to be uploaded to the Book Reaction/Critique Assignment Tab and to your designated Book Reaction/Critique Assignment Discussion Board (ACPA or NASPA). Students are expected to comment on each other’s Book Reaction/Critique presentations on their designated Book Reaction/Critique Discussion Board (ACPA or NASPA).

Initial posting of your Book Reaction/Critique Assignment is due by Monday, October 14, 2019. Responses (discussion) should be completed by Saturday, October 26, 2019.

The Book Reaction/Critique Assignment is worth 15% of the course grade.

(5) Interview/Report Assignment. Each student is required to interview a student affairs (or student affairs/higher education *related*) professional; i.e., each student is responsible for identifying an appropriate professional (the selected individual should be at the assistant director level or above (assistant director, associate director, director, dean, vice president, etc.) and have been in the field for a minimum of five years. Each student is to develop a PowerPoint presentation documenting the experience and his/her reaction to the information provided by the interviewed professional. An outline for this Interview is provided in the “Course Information” section of Blackboard. Students are expected to comment on other students’ PowerPoint presentations.

The Interview/Report Assignment is to be uploaded to the Interview/Report Assignment Tab and to your designated Interview/Report Assignment Discussion (ACPA or NASPA). Students are

expected to comment on each other's Interview/Report Assignments on their designated Interview/Report Assignment Discussion Board (ACPA or NASPA).

Initial posting of your Interview/Report Assignment is due by Monday, November 4, 2019. Responses (discussion) should be completed by Friday, November 15, 2019.

The Interview/Report Assignment is worth 15% of the course grade.

(6) Introspective Paper Assignment. Each student is required to write a paper which outlines their reasons for choosing their particular field/graduate program, their personal/professional strengths and weaknesses, their career aspirations, and their personal philosophy on student affairs (*or the area in which they are concentrating*). The paper should be relatively in-depth in nature and reflect both research (what do I know from outside sources?) and individual introspection (what do I know about myself?). Papers typically average 7-8 pages.

Papers should be submitted through the Introspective Paper Assignment Tab by Monday, December 2, 2019.

This Assignment will not be shared on a Discussion Board.

The Introspective Paper Assignment is worth 15% of the course grade.

(7) Contribution/Participation. Each student is expected to contribute consistently, conscientiously and meaningfully to the course. As such, students are expected to complete/submit all Assignments by their respective due dates and participate fully in their assigned Discussion Boards.

Contribution/Participation is worth 15% of the course grade (and will be determined by the instructor at the conclusion of the class based on your performance throughout the course).

Grading:

The final course grade will be determined as follows:

(1) Autobiographical Presentation Assignment	10%
(2) Documents Critique Assignment	15%
(3) Chapter Presentation Assignment	15%
(4) Book Reaction/Critique Assignment	15%
(5) Interview/Report Assignment	15%
(6) Introspective Paper Assignment	15%
(7) Contribution/Participation	15%
TOTAL	100%

SPECIAL NOTE: The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered

in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

GRADE INFLATION



GRADING SCALE:

A= 90 - 100%; B= 80 - 89%; C= 70 - 79%; D= 60 - 69%; & F= below 60%

EVALUATIVE DIMENSION	"A" GRADE	"B" GRADE	"C" GRADE	"D/F" GRADE
Achievement of Specified Learning Outcomes	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not complete, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
Demonstrated Understanding of Content	Exceptional ability to both synthesize course content and identify similarities and differences between and among content areas	Demonstrates adequate competence in articulating central points of core content	Demonstrates varying degrees of understanding of content with some accurately explained and others missing key points	Assignment is not complete or does not demonstrate accurate or full understanding of content
Thought & Originality	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not complete or lacks complexity of thoughts required for graduate-level work
Application to Practice	Application to practice is accurate, creative, reasonable, and takes into account multiple perspectives and considerations	Application to practice is accurate and adequate	Application to practice varies in accuracy and does not take into account varying perspectives and considerations	Assignment is not complete or application to practice fails to take into consideration a helping professional context
Critical Analysis	Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and/or meaningful interpretations	Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations	Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple	Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work
Appropriate Structure, Style, and Grammar	The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style	The final product is well organized and clearly structured with only minimal grammatical and style errors	The final product suffers from problems associated with organization and structure and/or grammatical and style errors	Assignment is not completed or final product is poorly organized, structured, and/or possesses significant grammar and/or style errors

Course Schedule (Due Dates) Summary

(You may want to print this out and post it in a conspicuous place)

Important: Assignments 1-5 should be submitted (uploaded) to both the Assignment Tab and to your designated Discussion Board for that Assignment.

(1) Autobiographical Presentation Assignment. Initial posting of your Autobiographical Presentation is due by Friday, August 30, 2019. Responses (discussion) should be completed by Monday, September 9, 2019.

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The Interview/Report Assignment is worth 15% of the course grade.

(6) Introspective Paper Assignment. Papers should be submitted through the Introspective Paper Assignment Tab by Monday, December 2, 2019.

The Introspective Paper Assignment is worth 15% of the course grade.

(7) Contribution/Participation.

Contribution/Participation is worth 15% of the course grade (and will be determined by the instructor at the conclusion of the class based on your performance throughout the course).