

**INSTRUCTOR:** Dr. Ben Littlepage

**DEPARTMENT:** Educational Studies, Leadership & Counseling

**PROGRAM:** Postsecondary Education Administration

**COURSE PREFIX:** PSE    **COURSE NUMBER:** 615    **CREDIT HOURS:** 3

**I. TITLE:** Introduction to Student Affairs in Higher Education

**II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The historical and philosophical development of the Student Affairs profession will be explored and discussed. Students will learn about the offices that typically constitute the division of Student Affairs, and how those offices operate at varying institutional types. Students will maximize the in-depth study of Student Affairs offices by performing an abbreviated CAS audit on one office, at one institution of their choice. Professional competencies like strategic planning, systems thinking, budgeting and assessment will be introduced.

**Prerequisite(s):** Permission of instructor

**III. COURSE OBJECTIVES:**

The student will be able to

- A. Develop an in-depth understanding of Student Affairs - history, foundational principles and theories, function units, and competencies,
- B. Identify topics and functional units of personal interest in the profession,
- C. Apply theoretical concepts to practical skill development,
- D. Grow through shared experiences related to Student Affairs, as students and professionals,
- E. Develop a familiarity with professional journals and major publications in Student Affairs,
- F. Motivate self-guided learning and exploration, and
- G. Recognize guiding standards and policies related to the profession.

**IV. CONTENT OUTLINE:**

- A. History – postsecondary education and Student Affairs
- B. Foundations and Principles
- C. Functional Units and Hierarchal Models
- D. Competencies

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Text and supplemental reading
- B. Student development theory application
- C. Functional unit exploration – interviews, audits, best practices
- D. Competency development
- E. Group / team presentations
- F. Case study analysis

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

Functional unit interviews & CAS audit

**VII. TEXT(S) AND RESOURCES:**

Schuh, J.H., Jones, S.R., Harper, S.R. & Associates (Eds.). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco, CA: Jossey-Bass.

### VIII. EVALUATIONS, ASSIGNMENTS AND GRADING PROCEDURES:

Evaluation of grades will be determined by assignments, projects, presentations, and class discussions. Late assignments will receive a deduction of 10% the total point value for each day late. Due dates can be found in the Canvas course shell.

Student development theory assignment	20 pts	14%
Functional unit presentation (30pts)	30 pts	21%
CAS audit report	40 pts	29%
Discussion Board Posts (5x10 pts)	<u>50 pts</u>	<u>36%</u>
<b>Total (100 pt scale / 10 pts per letter grade)</b>	<b>140 pts</b>	<b>100%</b>

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- E = below 60%

A brief description for each assignment is provided below. Detailed instructions for each assignment can be found in the PSE 615 Canvas Course Shell > Getting Started > Semester Assignments Overview.

#### Student Development Theory Assignment:

PSE 615 students will create a developmental intervention program utilizing two theoretical constructs learned in class: *The Cube* and *The Seven Vectors*. The purpose of the assignment is to help students identify a specific developmental need of students and execute a plan of how to educate them on overcoming the need.

#### Functional Unit Presentations:

PSE 615 students will investigate and form a comprehensive understanding for the role various functional units serve within the division of Student Affairs. This understanding will help emerging professionals serve and make referrals to students based on their individualistic needs. The instructor will select one functional unit for the student to investigate. Interviews with administrators, outside of MSU, representing three distinct institutional types will be conducted as part of the process.

#### Discussion Board:

Students will receive a discussion prompt from the instructor relevant to past readings. Direct responses to the DB prompt and fellow students' posts are expected.

#### CAS Audit Project:

The Council for the Advancement of Standards (CAS) in Higher Education publishes a set of professional standards, widely accepted as a guide for practitioners throughout the country. The purpose of the audit is to introduce students to CAS within the context of their selected functional units. Students will use a CAS-Self-assessment Guides (SAG) Instrument to audit a functional unit investigated earlier in the term.