HE 644
Management and Administration of Student Services in Higher Education
Mondays 4:30 – 7:10 pm | Fall 2018

Instructor: Kaitlin O. Cicchetti, Ph.D.
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Office Location: Student Union Bldg. I, rm. 4012
Phone: 703-993-6036
Office Hours: By appointment

Course Catalog Description
Focuses on the development and organization of student personnel programs and services at institutions of higher learning. Covers philosophy, methods, and techniques.

Course Objectives
The primary goal of this course is to provide a broad and comprehensive introduction to the field of student affairs and its role within the context of American higher education. This course is divided into three sections: 1) Historical and theoretical context, 2) Organizational aspects of professional practice; and 3) Essential competencies for the profession.

Through this course, students will develop an understanding of the:

1. Historical and philosophical factors that shaped the development and evolution of the student affairs profession within higher education in the United States and globally;
2. Purpose, organization, roles, and functions of student affairs and its functional areas;
3. Issues of concern to the contemporary student affairs professional;
4. Foundational values and ethics of student affairs practice;
5. Theories and models of student growth and development;
6. Role of the professional literature and various professional associations as contributors to continuous professional development; and
7. Key competencies essential for student affairs professionals.

Required Readings


Additional readings located on BlackBoard: https://mymasonportal.gmu.edu

Suggested Supplemental Readings

The Chronicle of Higher Education – a weekly newspaper for higher education that can be access via Mason library for free

Inside Higher Ed - a free daily newsletter highlighting current issues in higher education that can be found at http://www.insidehighered.com/news

Mason Library Higher Education Portal – research references established by Anne Melville, Mason librarian, that can be found at: https://infoguides.gmu.edu/highered
Course Requirements

Attendance
It is expected that you will attend all classes. If for any reason you are unable to make it to class, you must contact me immediately via email. Students who miss more than one class session, excused or unexcused, will find it challenging to learn the material necessary to satisfactorily complete assignments. Students who miss class are responsible for knowing course content that was missed. Note that missing more than one class will result in a deduction of five participation points for each class missed. Students cannot pass this course if three or more class sessions are missed.

Timeliness
Out of respect to your classmates and the instructor, please arrive on time for all class sessions. If a prior commitment will affect your ability to arrive in a timely manner, please notify me at least 48-hours in advance.

Participation
The success of this course will depend heavily upon the active participation and willing engagement of everyone. This course is discussion-based; therefore, it is important that students attend and prepare for each class. I expect that students come to class prepared to contribute from an informed perspective based on having completed the readings and from being engaged with the literature. You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions. Since it is the expectation that all students are active participants, participation points will not be awarded. Instead, participation points will be deducted for lack of participation or inappropriate participation.

- Examples of lack of participation: using your cell phone/tablet/laptop/etc., sleeping, completing assignments for other classes, checking or responding to email, not speaking to your classmates in small group discussions, not speaking in large-group discussions
- Examples of inappropriate participation: disrespecting the thoughts and opinions of the instructor or your classmates, monopolizing class discussions at the expense of your classmates, conducting side conversations

Learning Assignments
You will be asked to demonstrate your comprehension of course topics through the following assignments. Additional criteria, including a rubric, for each assignment will be distributed in class.

Functional 15 (20 points)
In an effort to introduce you to the different functional areas frequently associated with student affairs, you will be assigned a functional area to explore. Using information you gather from your own research and from an interview with one professional staff member in your functional area, you will create a double-sided handout to help your classmates learn about your assigned functional area. You will also facilitate a 15-minute discussion in class about what you learned.

Issue Brief (30 points – 15 points each)
To become familiar with trends and hot topics in the field of student affairs, you will write two briefs outlining two current issues that are relevant to today’s field. This assignment will also help introduce you to the literature base in student affairs and higher education, and, will allow you to practice constructing clear and concise written work.
Mock Interview Materials (10 points)
As you think about your professional path in higher education, you will be given the opportunity to refine your application materials and practice your interview skills with professionals currently working in higher education. You will identify three job postings for positions that interest you and that match your current qualifications. You will submit an updated resume and a cover letter for one of the three positions you have identified.

Division Analysis (30 points)
Using Hirt’s (2006) research as a guide, you will analyze two divisions of student affairs to learn more about how student affairs is practiced at different types of institutions. You will write a paper exploring the similarities and differences of the divisions you are analyzing, taking into account the institutional type and findings from Hirt’s (2006) book, as well as other topics presented throughout the semester.

“Poster” Presentation (10 points)
You will develop a “poster” presentation based on your findings from the division analysis. Findings will be presented in class similar to how poster presentation sessions occur at conferences.

Evaluation of Learning Assignments

Grades
Grades are earned and not given. Your final grade in this course will result from a tally of all graded assignments. In this class, one point is equivalent to one percentage point. Remember, points will be deducted for lack of participation or inappropriate participation. Final grades will be assessed using a + and – as indicated in the University Catalog. Also, no Ds are given according to the Graduate Catalog. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100</td>
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<tr>
<td>A</td>
<td>99-96</td>
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<tr>
<td>A-</td>
<td>95-92</td>
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<tr>
<td>B+</td>
<td>91-88</td>
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<tr>
<td>B</td>
<td>87-84</td>
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<tr>
<td>B-</td>
<td>83-80</td>
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<tr>
<td>C</td>
<td>79-75</td>
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<tr>
<td>F</td>
<td>Below 75</td>
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Written Assignments
A rubric will be available for each written assignment which will explain in more detail the expectations for that specific assignment. Please follow each rubric closely. All written assignments are expected to be clear, concise, and thorough enough to address required topics. Please do not simply add length to written assignments. All papers, unless otherwise noted, must follow the formatting, referencing, and style of the APA Publication Manual (6th ed.). In addition to guidelines specified per assignment, all written assignments will be assessed based on the following criteria:
1. Organization and development of required ideas;
2. Soundness of analysis;
3. Writing quality; and
4. APA formatting and referencing.

Course Policies

Late Work
Assignment due dates are listed on the syllabus; late work will not be accepted. If a difficult situation has come up that prevents you from completing an assignment on time, please contact me prior to the class the assignment is due.
Classroom Etiquette
Please do your best to limit activities that will distract you and your classmates from fully engaging in the class session. Cell phones should be in silent mode and only used in case of emergency. Sending text messages or emails during class time will not be tolerated, and participation points will be deducted if you are consistently engaged in your technology and not our class session. If you use your laptop or tablet during class for taking notes or reviewing class readings, I trust that you are not surfing the web, checking e-mail, or on social media. You are welcome to eat during class as long as it is not a distraction for yourself or others.

Academic Integrity
The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct.

Plagiarism is a form of academic dishonesty. It is your unacknowledged use of another writer’s own words (including your previous work), specific facts, propositions, or materials in your own writing. When other writers’ words or materials (even short phrases or specific terminology) are used, you must cite these words, phrases, or sentences according to APA 6th edition. Failure to do so will be considered a violation of academic honesty. If you have any doubts about what constitutes plagiarism, please see me.

Disability Accommodations
If you have a documented learning disability or other condition that may affect academic performance in this course, please: 1) make sure this documentation is on file with Disability Services (SUB I, Rm. 4205; 993-2474; http://ds.gmu.edu) to determine the accommodations you need; and 2) talk with me to discuss your accommodation needs.

Student Support Resources
George Mason University has various resources available to you as a student. Resources include, but are not limited to:

- Counseling and Psychological Services: https://caps.gmu.edu
- Learning Services: https://learningservices.gmu.edu
- Student Support and Advocacy Center: https://ssac.gmu.edu
- Writing Center: https://writingcenter.gmu.edu

Religious Observations for Students
It is Mason’s policy to encourage its faculty to make a reasonable effort to allow students to observe their religious holidays or to participate in university-sponsored activities without academic penalty. Absence from classes for these reasons does not relieve students from responsibility for any part of the course work required during the absence. Students who miss classes or other assignments as a consequence of their religious observance or for participation in a university activity will be provided a reasonable alternative opportunity, consistent with class attendance policies stated in the syllabus, to make up the missed work. It is the obligation of students to provide faculty, within the first two weeks of the semester, with the dates of major religious holidays on which they will be absent and the dates for which they are requesting an excused absence for the participation in any university-sponsored activity scheduled prior to the start of the semester, and as soon as possible otherwise.
Sexual Misconduct and Interpersonal Violence
George Mason University is committed to providing a learning, living and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence in order to promote community well-being and student success. We encourage students who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason’s process, the resources, and the options available to students.

As a faculty member and designated “Responsible Employee,” I am required to report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per university policy 1412. If you wish to speak with someone confidentially, please contact the Student Support and Advocacy Center (703-993-3686), Counseling and Psychological Services (703-993-2380), Student Health Services (703-993-2831), or Mason’s Title IX Coordinator (703-993-8730; cde@gmu.edu).

Changes to Syllabus
This syllabus is subject to change at the discretion of the instructor.

Acknowledgements
Thanks to Dr. Jan Arminio, Dr. Maureen Wilson, and Dr. Jennifer Bloom for their input into the design of this course and its assignments.
### HE 644 Course Schedule
#### Fall 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
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<tbody>
<tr>
<td>Aug. 27</td>
<td><strong>Introductions and Overview of Student Affairs</strong></td>
<td><strong>Readings Due:</strong> American Council on Education (BlackBoard) Roberts (BlackBoard)</td>
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<td></td>
<td><strong>Historical and Theoretical Context</strong></td>
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<td>Sept. 3</td>
<td>Labor Day – No Class</td>
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<td>Sept. 10</td>
<td><strong>History of Higher Education and Student Affairs</strong></td>
<td><strong>Readings Due:</strong> Schuh et al. - chapters 1, 2 Nidiffer (BlackBoard)</td>
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<tr>
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<td>Guest speaker: John Cicchetti, Ph.D. Assistant Director, Student Support and Advocacy Center</td>
<td><strong>Come prepared to:</strong> discuss ideas for first issue brief</td>
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<tr>
<td>Sept. 17</td>
<td><strong>Student Affairs Values, Ethics and Professionalism</strong></td>
<td><strong>Readings Due:</strong> Schuh et al. – chapters 3, 6, 7, 22 Kolowich (BlackBoard)</td>
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<td>Sept. 24</td>
<td><strong>Student Development Theory</strong></td>
<td><strong>Readings Due:</strong> Schuh et al. – chapters 8</td>
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<td>Half of class: Schuh et al. - chapters 9, 10</td>
<td>Half of class: Schuh et al. - chapter 11, 14</td>
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<td>Oct. 1</td>
<td><strong>Campus Climate</strong></td>
<td><strong>Readings Due:</strong> Schuh et al. – chapters 5, 12, 23, 30</td>
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<td>Guest speaker: Rose Pascarell, Vice President of University Life, George Mason University</td>
<td><strong>Assignment Due:</strong> issue brief #1</td>
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<td><strong>Organizational Aspects of Professional Practice</strong></td>
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<td>Oct. 8</td>
<td><strong>Organizational Structures and Functions</strong></td>
<td><strong>Readings Due:</strong> Schuh et al. – chapters 15, 16, 17</td>
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<td>Oct. 15</td>
<td><strong>Student Affairs and Academic Affairs Partnership</strong></td>
<td><strong>Readings Due:</strong> Schuh et al. – chapters 13, 21 Arcelus (BlackBoard) Magolda (BlackBoard)</td>
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</table>
| Oct. 22 | Administration at Various Institution Types | **Readings Due:**  
Hirt – chapters 1, 2, 3, 4, 5 |
| Oct. 29 | Administration at Various Institution Types | **Readings Due:**  
Hirt – chapters 6, 7, 8, 9  
**Assignment Due:** issue brief #2 |
| Nov. 5 | Internationalization of Student Affairs | **Readings Due:**  
Cicchetti & Park (BlackBoard)  
Cicchetti (BlackBoard)  
Ping (BlackBoard)  
Ludeman et al. (BlackBoard) pgs. 177-299; select 3 countries from the report and review the findings for those countries  
**Assignment Due:** three copies of your resume, three position descriptions, one copy of a cover letter written for one of the position descriptions |

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### Essential Competencies for the Profession

| Nov. 12 | Mock Interviews | **Readings Due:**  
**Come prepared to:** participate in three mock interviews |
| Nov. 19 | Counseling and Helping Skills | **Readings Due:**  
Schuh et al. – chapter 27  
Roe Clark (BlackBoard)  
Spano (BlackBoard) |
| Nov. 26 | Staffing and Supervision | **Readings Due:**  
Schuh et al. – chapter 25  
Ignelzi (BlackBoard)  
Shupp & Arminio (BlackBoard) |
| Dec. 3 | Future of Student Affairs | **Readings Due:**  
Schuh et al. – chapter 33  
**Assignment Due:** division analysis and “poster” presentation |