

CI 6340
Issues in Student Development
COURSE SYLLABUS
SPRING 2010

Course Description

This course is designed to provide an in-depth analysis of prevalent issues unique to both community colleges and senior level institutions. An understanding of the organization and administration of student personnel services is provided. Current and major issues in the administration and profession of student development programs are confronted.

Course Objectives

1. To explore the administrative challenges and issues for various departments and programs include in student services;
2. To understand the roles and responsibilities student services programs having within higher education;
3. To examine key current issues with the student development profession and higher education practice;
4. To examine the role of racial, ethnic, cultural heritage, age, gender, sexual orientation, religious/spiritual beliefs, physical and mental status, occupation, socioeconomic status and equity in student affairs
5. To Identify and review services and programs developed to address issues that affect the development of functioning college students.

Method of Instruction

Students will be involved in interactive activities both in the classroom and online. The online portion will take place in Blackboard. Readings, professional journals, presentations and reflective writings will be used to assist the student's understanding of leadership in higher education entities. There will be a mandatory orientation/success seminar for students enrolled during the spring semester.

Course Requirements

Students are expected to complete all activities in order to successfully complete the course. Since this course includes some face-to-face discussions of material, students are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask for help immediately.

Major Course Activities

1. Chapter Summaries
2. Online Discussions
3. Journal Articles
4. Professional Association Paper
5. Issues Paper
6. Comprehensive Program Evaluation

<u>Course Evaluation Plan</u>	Potential Points
Chapter Summaries	400
Online Discussions	200
Journal Articles	100
Professional Association Paper	100
Issues Project	100
Comprehensive Program Evaluation	<u>100</u>
Total	1,000

Each submittal should be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA. Grammar, typographical errors, proper paragraphing, and spelling are important; have someone proof read your papers.

All submittals must comply with the sixth edition of the APA Publication Manual. Use Times New Roman or Courier New, #12 font with one-inch margins on all sides. Included charts and graphs must also follow APA format. If Internet sources are cited, care must be taken to provide currently valid references. Electronic references are discouraged; utilize electronic sources that provide valid reference information or that provide information needed for an APA style reference: author's name, date of publishing, editor, publisher, etc.

Your grade is a sum of assignment scores. You receive points for each assignment as indicated on the assignment instruction page and your Blackboard grade sheet. The quantities of points you receive are determined by the instructor's evaluation of your performance.

There is a penalty for turning in assignments in an unacceptable format or late. Assignments must be posted on Blackboard no later than midnight of the date they are due.

Grade Assignment Criteria

Exceptional participation and assignment completion are an important part of your performance and grade evaluation. **A 30% deduction will be enforced on work turned in late. All work will be submitted via ASU's Blackboard system. Assignments should not be emailed to the professor.**

A- 1000 to 900 (90%)	Outstanding, above minimum requirements
B- 899 to 800 (80%)	Satisfactorily meeting minimum requirements
C- 799 to 700 (70%)	Minimally meeting requirements
F- below 700	Unacceptable work

Textbook

Sandeen, A. & Barr, M.J. (2006). *Critical Issues for Student Affairs*. San Francisco, CA: Jossey-Bass

Special Considerations

“Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made.”

“Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the *Student Handbook*.”

Contacting the Professor

Alaric A. Williams, Ed.D.
Assistant Professor
Department of Curriculum & Instruction
Angelo State University
Carr 111
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Office Hours: Monday-Friday 9:30-10:30 and 1:30-2:30
E Hours: 8-9 am OR by Appointment

Major Course Activities Detail

Chapter Summaries (100 points each for a total of 400 possible points)

Read each assigned chapter and write a personal reaction paper that describes what you found potentially useful in your reading. After reading each chapter, you will write a personal reaction paper that describes what you found potentially useful in your reading. In a 1-2 page paper, synthesize each chapter into 3 to 5 points that best describe the content of the chapter. Give justification for the importance of each point.

Online Discussions (50 points each for a total of 200 possible points)

Online discussions will take place during designated weeks. These discussions will comprise of a one or more topics given by the instructor. Students are expected to sign in, locate the topic and answer the question(s). It is required that you post your answer to the topic and then respond to at least three (3) other responses for a total of 4 posts. Responses, remarks and general statements should be treated in a professional manner. Remember, you can agree to disagree. **The discussions will be posted for one week prior to due date and will close at 11:55pm on specified due date.**

Journal Articles (50 points each for a total of 100 possible points)

A contemporary journal article is to be reviewed. Any national or state journal that focuses on student development, student affairs and/or research is acceptable. Limit your written review to no more than 2 pages. The article review should include (1) a citation for your article built using the Publication Manual of the American Psychological Association guidelines, (2) a brief review of the major tenets of the article and (3) a personal reaction statement related to the article. The length of the personal reaction should match that of the major tenets (no short “I enjoyed this article” responses). Describe specifically what you liked or did not like about the article and explain why you believe that way. The journal article is due as listed on the Course Calendar.

Professional Association Paper (100 possible points)

You will be required to visit the website of a professional association in the field of student development/student affairs/higher education. Possible choices can include but are not limited to NASPA, ACPA, ACAP, AACC, CHEMA, NACADA, etc. Write a one to two page paper describing and comparing the associations’ stated missions, goals, objectives, professional publications and how the website relates to new professionals in student affairs.

Critical Issues Project (100 possible points)

Identify a critical issue from a student development and/or student affairs perspective. Develop a means of conducting a needs assessment to examine the critical issue on campus. Design a program to meet the identified needs, providing a research-based rationale for the program and a description of the program. Be sure to include learning goals and objectives. Think about budgetary needs as well. Staffing and resources may be needed. Design a plan to evaluate the efficacy of your program to meet your learning goals and objectives. You may have to consult with student development professionals in proposed area. Materials from professional literature are expected.

Comprehensive Program Evaluation (100 possible points)

Counseling Majors-Course content will be linked to TExES standards related to school counseling as found at <http://www.sbec.state.tx.us>. The student will demonstrate proficiency in the standards addressed in the above document related to this course. The proficiencies will be documented in an electronic portfolio using TaskStream software. The portfolio will include a minimum of two and no more than three artifact [work samples created during the course] developed during this course and a corresponding explanation of how the artifacts relate to the student’s mastery of the standards.

Student Development, EdDiag., EdAdmin, C&I Majors-Course content proficiencies will be documents in electronic portfolio TaskStream software. The portfolio will include a minimum of two and no more than three artifacts [work samples created during this course] developed during this course and a corresponding explanation of how the artifacts relate to the student’s professional development. It is **HIGHLY RECOMMENDED** you begin this assignment well before the due date.

Other Majors-In lieu of the portfolio above, write a response to the following question: *What did you learn during this counseling course that you foresee as aiding your success in your chosen major and its corresponding job.* Use your best writing skills. Cite your references well. The final product should be a typed paper of no more than four pages.

*Note: Supplemental instruction dates are provided to reinforce and extend your out-of-class learning. Attendance is required **ONLY** for the first class meeting. Class sessions after the first class meeting are voluntary. Points will not be deducted for missing sessions.

Course Calendar

Assignment	Due Date
Supplemental Instruction Date	Saturday, January 23
Ch. 1 Summary	Monday, January 25
Ch. 2 Online Discussion /Ch. 3 Summary	Monday, February 8
Journal Article/Ch. 4 Online Discussion	Monday, February 22
Supplemental Instruction Date Literature needs/Assessment plan due	Saturday, March 6
Ch. 6 Online Discussion/Ch. 7 Summary	Monday, March 8
Association Paper	Monday, March 22
Supplemental Instruction Date	Saturday, March 27
Ch. 8 Summary/Journal Article	Monday, April 12
Supplemental Instruction Date	Saturday, April 17
Ch. 9 Online Discussion	Monday, April 19
Issues Project Due	Monday, May 3
Comprehensive Program Evaluation	Monday, May 10