



Master of Arts in Higher Education Program

HIED 550 STUDENT AFFAIRS IN HIGHER EDUCATION FALL 2013

Professor: Dr. Dottie Weigel
Email: dweigel@messiah.edu

Course Dates: October 27 - December 21
Phone:

Faculty Availability: via online forum, Messiah College email, and phone, Skype (office hours)

Contact: I will be checking in on the course at least once a day during the work week (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email or phone if your question is of a personal nature. If you have questions about the course (e.g., assignments, dates, expectations) please post them on the General Course Forum on Canvas so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less on weekdays. Additionally, I will hold "office hours" every Tuesday evening from 8-9pm during which time I would be happy to talk on the phone, via the chat tool in Canvas, or whatever way may be most convenient. You can use this time as another opportunity to discuss any questions you might have, share ideas, and so on. You are not required to participate in office hours but are welcome to join the conference any Tuesday evening.

Faculty Expectations of Students:

Class notes, PowerPoints, or videos will be available in the Modules section on Canvas. PPTs may include videos, voice recordings and/or additional requirements for the week.

At the beginning of each week, I will post an announcement that will give an overview of your requirements for that particular week. Also, be sure to read through the entire course schedule (listed below) so you can plan ahead for assignments.

Announcements: Please make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information. Any time I post an announcement I will also send an email notification for the announcement.

Instructional Time: Student will spend approximately 5.25 hours (on average) per week reading PPTs, watching the required videos, completing quizzes, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time).

Asynchronous learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations.

Master of Arts in Higher Education Program

Higher Education Program Goals:

- 1) To equip leaders to transform various higher education contexts, including colleges/universities, professional associations, and higher education agencies.
- 2) To prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives.
- 3) To develop scholars who advance the field of higher education and its contribution to society.
- 4) To nurture leaders with a professional identity rooted in the ethical and vocational sensibilities of the Christian tradition.

Course Description: HIED 550: Student Affairs in Higher Education (3)

This course provides a foundational overview of theory and practice associated with Student Affairs administrative leadership. Theoretical frameworks (e.g. psychosocial, cognitive-structural, social identity) will be discussed in terms of their foundational constructs for influencing college student learning and growth as well as for understanding their applicability in various functional areas of higher education. An emphasis will be placed on using theory to guide and improve educational practice.

Course Objectives:

At the end of this course, students will be able to:

- Demonstrate the capacity to apply content knowledge to real-world strategic decisions in ways that enhance institutional effectiveness.
- Integrate good practices and wisdom of higher education specialty areas with a Christian perspective.
- Advocate and model a holistic approach to students in higher education settings.
- Demonstrate the ability to assess organizational culture and demands in order to navigate organizational structures in a manner that allows them to work effectively within them.
- Articulate the relevance of educational theory and technological expertise to strategic planning and effective leadership.
- Demonstrate a working knowledge of the various program areas usually included under the rubric of Student Affairs administration.

Textbook and Other Course Materials (in APA format):

Required:

Evans, J. E., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research and practice*. San Francisco, CA: Jossey-Bass.

On Canvas/On Reserve:

Kloss, R. L. (1994). A nudge is best: Helping students through the Perry scheme of intellectual development. *College Teaching*, 42, 4, 151-158.

Kuh, G. D. (2003, March/April). What we're learning about student engagement from NSSE. *Change*, 35, 24-32.

Reisser, L. (1995). Revisiting the seven vectors. *Journal of College Student Development*, 36, 505-511.

Master of Arts in Higher Education Program

Course Requirements

Weekly Things to Do: Each week you will have readings to complete from the textbook along with supplemental course materials. Each week's supplemental course materials are in the Modules tab in Canvas. You will receive a weekly Announcement on the course home page detailing your list of "Things to Do" for the week. The course schedule at the end of this syllabus can also help guide you through the course week by week.

Forums: (Course Objectives 1 - 4)

There will be a series of **8 discussions posted within the Discussion or Modules tools** in Canvas. Students will be given open-ended prompts to which they should respond. Students will also read and comment on each other's earlier posts in order to socially construct knowledge of the course content. Original responses to the prompt should be a minimum of 150-200 words and must include specific references to that week's learning materials. When making specific reference to the text or other course materials in a forum post, be sure to cite the source. You don't need a reference page, but you do need to cite the name and date of the source of the fact you are citing, just as you would in the body of a paper. **For example:** "I discovered in my reading that dualist thinkers view the world dichotomously – good-bad and right-wrong (Perry, 1981)." Students must post their **original response** to the prompt by 11:59 p.m. on **Wednesday** of each week and **follow up comments** of at least 50 words to at least two other students by 11:59pm on **Friday** of each week. (Also, please designate at least one of your responses to a peer who has not yet received a response.) Students will need to respond to follow up questions, incorporate course and supplemental readings into the responses, and demonstrate a clear comprehension of the material. You should expect to spend at least two hours per week on the Discussion post – reading and responding to others' posts along with crafting your own responses to the prompts. These will serve as the discussion component of our course and provide evidence that you are completing reading and video assignments. Each week's forum will be worth up to **20 points**.

Week 1 Forum: Understanding and Using Student Development Theory

Week 2 Forum: Psychosocial Theories

Week 3 Forum: Intellectual Development Theories

Week 4 Forum: Social Identity Development/Sexual Identity Development

Week 5 Forum: Using Theory for Future Practice

Week 6 Forum: Theory and Practice

Week 7 Forum: Monster's University

Week 8 Forum: Subculture/Theory Presentations

In order to take full advantage of all the benefits of online postings via the forum, please consider the following:

- Before posting in the forum, read what others have already posted
- If you respond to someone else's posting(s), consider the following rules:
 - Summarize or quote what another student has said (mention the student's name for clarification purposes)

Example: I appreciate the example Samantha shared about the student she supervised who struggled to "manage her emotions." Chickering and

Master of Arts in Higher Education Program

Reisser (1993) discuss a range of feelings and emotions that students find difficulty managing as they progress through the Seven Vectors, and I would like to suggest that anxiety is something that student affairs professionals will need to give more attention in the future. Anxiety seems to be a significant hindrance to success for many Millennial students. Further, research shows that students' levels of anxiety have risen significantly in the past 10 years (Sharkin, 2013).

- Try to make connections between what you have learned through the readings and in class and from your personal experiences/observation
- Don't respond too quickly – take time to reflect upon what you have read and what you have learned through others observations
- The forums should not reflect a “texting” approach:
 - Do not use abbreviations
 - Use proper grammar and spell check your document before posting it
- Be sure to respond to someone else's comment(s) about your original posting(s)
- Focus on one issue and treat it thoroughly instead of addressing several issues superficially
- Take the time to look at your old postings and monitor your own progress throughout the course
- If you agree or disagree with someone, make sure you back up your position with solid reasoning and justification

Grading Rubric – Forums:

- Three postings are required for each week – 10 points for your original post and 5 points for each of your responses to peers (maximum of twenty points); postings must comply with the aforementioned suggestions.
- Each forum will be evaluated by the instructor and the points posted in the Gradebook (Canvas) within three days of the final date of posting for each respective forum.

Assignments

Personal Growth Reflection Paper

Before you begin to explore various student development theories and models, it will be helpful for you to consider your *own* growth as an undergraduate student. However, rather than solely reflecting on your own growth, this assignment will allow you to take the perspective of others into consideration. For this assignment, you will need to send an e-mail to at least three (3) people who are close to you or know you well (e.g., a mentor, spouse, close friend, family members) and ask them to tell you what areas of growth they have observed in you since you were a first-year student in college. Once you have received their feedback, you will write a reflection paper that is approximately 3-5 pages in length (Times New Roman, double-spaced) and should be guided by the following questions:

- What areas of growth did you imagine others would say about you? Did the feedback you received reflect what you originally thought?

Master of Arts in Higher Education Program

- Were there any themes or similar responses among those who provided feedback about your areas of growth? Any that differed?
- What did you learn about yourself through this assignment?
- What do you hope to learn in this class that will help you become a better student affairs professional?

Please submit your personal growth reflection paper to Canvas on or before **Wednesday, November 6th**. This assignment is worth 50 points.

Case Study

For this assignment, you will be provided a case study and will be required to analyze it through the lens of a specific student development theory. After you reflect on the case situation, you will select a theory (or theories) that applies to the student/main character(s) and describe the developmental stage that the particular student is in. The analysis will: (a) describe where the student comes from and what he/she brings to the table (b) discuss what has impacted the student's development while in college and how the student has moved through developmental stages, and (c) identify where the student might not fit the "box" of the particular theory. Your case study analysis will be approximately 3-5 pages (double-spaced, Times New Roman) in length and is due on **December 8. This assignment is worth 50 pts.**

Subculture Project/Paper

Higher education is comprised of various subcultures of students. These groups of students (e.g., athletes, international students, adult students returning to college, students of color) can be very diverse and develop in different ways. This project will allow you to more deeply understand the characteristics of a particular student subculture and view their growth and development through the lens of *student development theory*. It will also allow you to explore the potential impact of the higher education environment on this population of students.

In this project, you will select a student subculture to study and develop a rationale for why it is important to the higher education field to know more about this particular population. I would highly encourage you to study a group of students with whom you are somewhat unfamiliar. The topic and rationale (approximately two pages, double-spaced) should be submitted to the professor via Canvas on or before the third class meeting (date). In the third through fifth weeks of the course, you will complete a series of two observations of the student subculture group – one formal (e.g., attend a student meeting or organized event) and one informal (e.g., observe the group eating a meal, hanging out on campus). You will complete field notes detailing what you observed and will use these notes to write your final paper. In the third through sixth weeks of the course, you will set up and conduct interviews with at least two (2) students who belong to the subculture group. Your interview questions and protocol should be submitted to the professor via Canvas **before** you conduct your interviews (see Assignment tab in Canvas). Interviews must be recorded and transcribed.

Once you have completed the observations and interviews, you will write a 10-12 page paper (Times New Roman, double-spaced) that includes the following: (a) an introduction of the topic

Master of Arts in Higher Education Program

and rationale, (b) a summary of what you observed and learned from the interactions and interviews, (c) a description and application of at least one theory from *Student Development in College* (Evans et al.), and (d) a transcription of the interviews and any field notes from the formal and informal observations.

Finally, during the last class meeting, you will submit a short (approx. 7-10 min) presentation offering an overview of your study and a reflection of what you learned (see rubric). You can video record your presentation or create a voice over on PowerPoint. (see Module 8 for instructions about how to do voiceover and upload video). **This assignment is worth 150 pts.**

Grading:

Forums (8 X 20 pts)	160
Quizzes (4 X 3 pts)	12
Personal Growth Reflection (50pts)	50
Case Study (50 pts)	50
Subculture Project and Paper (100 pts)	100
Subculture Project Presentation (50pts)	50

A	93-100%	B-	80-82%	TOTAL POINTS POSSIBLE	422
A-	90-92%	C+	77-79%		
B+	87-89%	C	73-76%		
B	83-86%	F			

Extra Credit: There will be no opportunities for extra credit points

Late Assignments: Five (5) points will be deducted for each day that an assignment is late. After 5 days, a late assignment will not be accepted, resulting in a zero for the assignment.

Returned Assignments: The instructor will post forum grades within 3 days of the weekly due date, project grades will be posted one week after the due date.

Academic Integrity: Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism: Submitting as one's own work as part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Master of Arts in Higher Education Program

Cheating: Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work (e.g., using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs, communicating via email, IM, or text messaging during an exam, using the Internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam).

Fabrication: Submitting altered or contrived information in any academic exercise. Example: falsifying sources and/or data

Misrepresentation of Academic Records: Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty: Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses: Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, or copying copyrighted programs

Unfair Advantage: Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place in an online discussion or for an assignment

Penalties for Violations of the Academic Integrity Policy: A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious offenses which might necessitate the penalty of the failure of the course include cheating on an examination or plagiarism of a complete assignment. The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act: Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu or (717) 796-5382.

Library and Librarian Assistance: The Library is an obvious source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the

Master of Arts in Higher Education Program

higher education program. Although any librarian is trained and prepared to assist you, Beth works specifically with the education disciplines and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at bmark@messiah.edu or by calling (717) 796-1800, ext. 3002.

Minimum Hardware and Software Requirements

- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- Browser:
 - Mozilla Firefox 3.0 or higher (required)
- Operating System Version:
 - Windows® XP (recommended), or
 - Windows® Vista, or
 - Windows® 7, or
 - MAC OS 10.4 or higher
- Processor (CPU):
 - Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
 - Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster
- Memory (RAM):
 - Windows® XP: 512 MB or more; or
 - Windows® Vista: 1024 MB or more; or
 - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
 - MS Office 2007 or newer, or
 - OpenOffice 3.1, or
 - Google Docs
- Webcam and headset (no speakers)

Minimum Computer Skills Requirements: Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

Computer Support: For your convenience, while you are taking an online course, “real person” assistance will be available in “real time” if a technological problem arises. Help is available 8:00



Master of Arts in Higher Education Program

a.m. to 11:00 p.m., Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

Weekdays – 8:00 am to 5:00 pm Mon. to Fri.

- Via instant messaging (IM) @ SCS5901
- By phone at (717) 796-1800, ext 5901
- Or via email at bthomps@messiah.edu or ResNet@Messiah.edu

Evenings and Weekends – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.

- By phone at (717) 796-1800, ext 3333

You will also have access to technical support (e.g., tutorials, help functions) through the College's portal, MCSquare, and also through the College's Learning Management System, Canvas.

Statement of Copyright Protection: The materials on this course web site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Statement of Confidentiality: Students in Online Courses will be asked to post written work and to engage in written dialog with other class members. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Note: This syllabus may be revised and adapted throughout the course term to better serve the needs of the class. The instructor may assign additional reading and/or assignments as needed. Additionally, the decision to remain in this class upon receipt of this syllabus serves as students’ acceptance of this syllabus as a binding contract, meaning they agree with the terms set forth and the expectations of them as members of the class.

Course Schedule

Date	Topic	Reading Due	Assignments Due
Week 1	Understanding and Using Student Development Theory	Evans et al. Chapters 1-2 (pp. 1-46) <i>View Lecture #1</i>	Weekly Forum Quiz
Week 2	Psychosocial Theories (Erikson- stages 5 & 6, Chickering and Reisser, Schlossberg)	Evans et al. Chapters 3 & 4 (pp. 47-81) Chapter 12 (pp. 212-226) <i>View Lecture #2</i>	Weekly Forum Quiz Personal Growth Reflection Paper- (11/6)
Week 3	Intellectual Development Theories	Evans et al. Chapter 5 (pp.82-98)	Weekly Forum Quiz

Master of Arts in Higher Education Program

	(Perry)	<i>View Lecture #3</i>	Topic and Rationale Due for Subculture Project/Paper (11/10)
Week 4	Social Identity/Sexual Identity	Evans et al. Chapter 13 (pp. 233-251) Chapter 13 (pp. 305-313) <i>View Lecture #4</i>	Weekly forum Quiz Interview Questions Due (11/24)
Week 5	Using Theory for Future Directions	Evans et al. Chapters 19-20 (pp. 347-372) Read "A Nudge is Best" in Module 5	Weekly Forum
Week 6	Theory and Practice	Kuh, G. D. (2003). What we're learning about student engagement from NSSE. <i>Change</i> , 35, 24-32.	Weekly Forum Case Study Due (12/8)
Week 7	Theory and Practice	Watch the film "Monsters University" and be prepared to discuss in our weekly forum	Weekly Forum
Week 8	Subculture/ Theory Presentations	View Presentations Prior to class and offer feedback	Weekly Forum Subculture Paper Due Presentations Due