

EDUC 282, Fall 2007 Syllabus
Administration of College Student Development Programs
Department of Educational Leadership • Graduate School of Education and Human Development
The George Washington University

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- Class Meeting:** Mondays, 5:10pm to 7pm, Bell 105.
- Office Hours:**
- I typically will be available in the classroom prior to and after each class session.
 - To schedule outside of these times, please email me directly.
- Course Description:** An overview of student affairs administrative practices, including needs assessment, planning models, budgeting, policy development, program development, facility management, evaluation, and team building.
- Course Purpose:** This course is designed to introduce students to student affairs work, including the breadth of functional areas in which staff engage directly with student programs and services (student life, residence life, academic advising, enrollment management, etc.). This course will cover the place that student affairs has on a college campus, it's history, philosophy, organizational structures and ethical principles.
- Course Objectives:** The overall objectives of this course include:
1. Explore the historical influences and organizational structures that have guided and influenced the development of the student affairs profession in the past, present and future in higher education in the United States.
 2. Determine the organization structures of student affairs at different institutions and institutional types, including the specializations of functional areas encompassing "student affairs".
 3. To articulate and develop skills and experiences needed for entry into student affairs professional roles, and advancing in progressively more responsible administrative positions.
 4. To understand and apply the ethical core values of the field to student affairs work.
- Course Philosophy:** This is a graduate level course with the following assumptions:
- Each student brings to the classroom a wealth of experience and knowledge that should be and can be tapped in classroom discussion;
 - Adults learn best through actively participating in their own education;
 - People best clarify their ideas and understanding of concepts and issues through discussion and writing;
 - The course takes into consideration the differences in learning styles and interests of students to ensure the best learning experience for everyone;
 - Adults learn best from close and prompt feedback on classroom comments and on written work;
 - Adults learn best from the opportunity provided by feedback to improve their work through mastery learning; and
 - There is no way to deal with any graduate course without students doing a great deal of reading!
- Course Facilitator:** Dr. Billy Molasso is an Assistant Professor of Higher Education Administration. He joined the GW Faculty in the Summer of 2007, following three years as an Assistant Professor at Northern Illinois University, and over 10-years as a student affairs practitioner at Michigan State University, the University of South Carolina, and the University of Florida. He is actively engaged in research on the problem behaviors of college students (alcohol and other drug abuse, HIV and Gay Identity Development), assessment in student affairs, and how college students experience having a sense of purpose in life. For more information about him, see his webpage at: <http://home.gwu.edu/~billym>.
- Syllabus:** This syllabus will serve as a guide for our semester's course work. Additional readings may be provided by the instructor that are not indicated in this document, as they become available or student/course needs dictate. Substantive changes to this syllabus will be provided to students in writing via email and/or Blackboard.

- Required Texts: Komives, S. R., Woodward, D.B., & Associates (2003). *Student services: A handbook for the profession (4th ed.)*. San Francisco: Jossey-Bass.
- Marshall, S. M. (2006). *Stories of inspiration: Lessons and laughter in student affairs*. Washington, DC: NASPA.
- Sandeen, A. & Barr, M. J. (2006). *Critical issues for student affairs: Challenges and opportunities*. San Francisco: Jossey-Bass.
- An electronic coursepack provided on Blackboard.
- Recommended Text: *Publication Manual of the American Psychological Association (5th ed.)*. (2001). Washington DC: American Psychological Association.

Expectations For Students:

1. **This course requires the participation of each and every student to be successful.** Each student brings to the course a wealth of expertise and knowledge that will significantly enrich classroom discussion. In addition to the necessity of the presence of each student in every class, it is important that all students come prepared, having read all of the assignments. It is also important that all students fully participate in each class by providing information, probing for details, making connections among materials, and linking ideas to general theory. Participation means quality, not quantity—the ability of a statement to advance the general discourse, to connect concepts, and to foster general understanding and learning. Participation is considered the minimum performance level for a graduate student.
2. **Students should attend all classes.** However, adults must juggle myriad responsibilities. Sometimes that means choosing among competing priorities, and, occasionally, something else will have a higher priority. It is preferable to inform the professor of any previously scheduled conflicts no later than the first week of the course. Family and health emergencies that necessitate missing class will be understood better if you email the professor in advance of a class that you will be absent OR email immediately afterwards for follow-up. Missing more than one class without prior agreement with the professor will necessitate lowering the base grade of the course by one level (that is, from an A to an A-). Missing more than two class sessions will necessitate discussion of your continued viability as a student in this course. It will be up to the professor to decide if a student who misses two or more sessions will receive course credit or will need to retake the course the next time it is offered.
3. **If you must miss class time, you are responsible for obtaining all notes and handouts.** To that end, it is wise to make a friend in class upon whom you can call for assistance if you miss a class.
4. **If you must miss class for religious observance,** according to university policy you must notify faculty during the first week of the semester of your intention to be absent from class on your day(s) of religious observance; and that faculty continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations or other course materials. Please see <http://www.gwu.edu/~regweb/web-content/policies.html>
5. **Students should turn in all assignments on time.** Professors are *always* happy to accept an assignment *before* the due date via email. If you get behind in papers, or see scheduled conflicts ahead, please email the instructor so an alternative schedule of paper due dates can be designed for you.
6. **So as to ensure fairness to all students regarding paper grading, the professor will not accept rewrites after published final due dates.**
7. **Students should set up study groups to handle the depth and breadth of course content.** Ideally, readings should be discussed in study groups BEFORE each class session.
8. **All students are expected to abide by The George Washington University Code of Academic Integrity.** These expectations include the application of academic integrity and honesty in your class participation and assignments. For the university definition of academic dishonesty, please see <http://www.gwu.edu/~ntegrity/code.html#definition>. *Students who have been academically dishonest will face serious consequences that may result in allocation of zero points for the assignment or failure of the course, plus documentation of the violation in Office of Academic Integrity.*
9. **The GW Guide to Student Rights and Responsibilities notes the expectation that you will listen without bias or preconception to the ideas of your classmates, while giving them, as they give you, the benefit of opportunity to test out ideas and opinions in an educational environment of trust and openness.** Please see <http://gwired.gwu.edu/dos/GuidetoStudentRights/>

10. **The George Washington University does not unlawfully discriminate against any person on the basis of race, color, religion, sex, national origin, age, disability, veteran status, or sexual orientation.** This policy covers all programs, services, policies, and procedures of the University, including admission to education programs and employment. The University is subject to the District of Columbia Human Rights Act. This policy applies to our classroom environment as well. The classroom should be a safe environment for students from all backgrounds while being a challenging environment academically. Please respect each other and all opinions expressed in class, even those you disagree with. Graduate education at its best should push each of us beyond our “comfort zones.” I also ask that you show courtesy to our students for whom English is a second language and exercise patience and collegiality in your interactions with those students.
11. **The George Washington University does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and in the operation of its programs and activities.** In order to receive an accommodation for a disability, the student must be registered with the Disability Support Services Office (DSS). The professor will expect instructions to come from DSS.
12. **A student called to active military status should immediately contact the professor to make arrangements for completing the course.**
13. **If you have any questions/comments/concerns about readings, about anything said in class (particularly by the professor, graduate teaching assistant, or a guest speaker), about the tone or content of class discussion, about your papers and their grades, or, in short, about anything having to do with this course, please talk with your professor, first.** Together we can make sense of the situation and find a solution. This course requires the participation of each and every student to be successful.

Professional Preparation Expectations:

This course is designed to provide scholarly and practical exploration of content for the purposes of professional preparation in higher education. Beyond the expectations of mastery of course content and those included above, there are a number of broader expectations necessary for professional preparation.

1. **Engagement.** A large part of learning about and understanding the issues involved in higher education is through readings from a variety of authors, disciplines and fields of study. Engagement with the materials are necessary for the success of the course. Therefore, students need to be prepared for class and participate actively, thoughtfully, and with respectful consideration for other students. Students should prioritize and schedule time during their week to read both the required readings in preparation for each class session, as well as explore literature in their specific field of interest as it relates to the course objectives. Engagement with the literature of our field will continue to be an important and necessary professional activity for higher education practitioners and scholars throughout their careers.
2. **Communication Skills.** Writing and communication skills are critical in the profession. Students should integrate standards of professional and scholarly communications in all of their work—from papers, to presentations, to conversations. Reading and writing groups among students are strongly encouraged—sharing your written work with others for critique and discussion is a primary means of strengthening our critical thinking and writing skills, as well as improving the quality of our work. Use *Publication Manual of the American Psychological Association, 5th Edition* for papers when appropriate.
3. **Technology.** Computer technology has transformed the workplace and the skills necessary to keep abreast of the profession. It is expected that you will use an active e-mail account, use the Internet, access electronic databases in the review of literature in the field, access blackboard, etc. Our profession also requires proficiency in the use of standard software. Students should use this software in this course to continually refine their own technological skills.
4. **Professional Behavior.** This course is part of a professional preparation program for work in higher education. The nature of work in higher education necessitates a high degree of integrity and ethical behavior of practitioners and scholars. Therefore, students are expected to adhere to the highest standards of ethical and professional behavior. All students are expected to demonstrate the highest standards of academic honesty and conduct. Students are expected to cooperate with one another and with the instructor, to contribute to group discussions and projects, and to represent their own work fairly and honestly. Unprofessional and/or disruptive behavior in the course will not be tolerated, and may result in failure or removal from the course.

Course Schedule and Topics

This course will use Blackboard extensively in the delivery of course content. Readings, learning objectives, and other documents for each class session will be provided online so that students may more easily access the materials. As such, this syllabus includes only a brief description of the broad topics to be covered in each of the scheduled class sessions. Please see Blackboard for this course to identify specific readings, learning objectives, and other details for each class session.

	Date	Topics
	Sept 3	No-Class (Labor Day Holiday)
	Sept 10	Welcome and Introductions Review Syllabus Explore Blackboard
<i>Foundations of Higher Education & Student Affairs Work</i>		
	Sept 17	Historical, Philosophical and Ethical Foundations of Our Profession
	Sept 24	Needs and Expectations of Student Affairs Professionals
	Oct 1	Theoretical Foundations of Our Profession
<i>Negotiating the Higher Education Environment</i>		
	Oct 8	Organizational Structures of Student Affairs Functional Areas
	Oct 15	National Associations and Professional Journals: Student Affairs and Higher Education on the National Stage
	Oct 22	Managing Daily Campus Interactions (Change Management, Confrontation, Mediation, Collaboration)
	Oct 29	Application of Sociology/Cultural Concepts in Higher Education
	Nov 5	Leading in an Intercultural Community
<i>Developing Professional Skills and Competencies</i>		
	Nov 12	Integration of Technology in Student Affairs Work
	Nov 19	Event Management
	Nov 26	Budget Management
	Dec 3	Risk Management
	Dec 10	What does it mean to be a student affairs and higher education professional?

Evaluated Learning Experiences:

Experience	Due Date	Format	Points Possible	Points Achieved
Course Engagement	On-Going		20 pts	
Reading Reflections (top 3 used)	On-Going	Written	15 pts	
Professional Leaders Reflection (2)	On-Going	Written	10 pts	
Personal Development Plan	Oct 8	Written	10 pts	
State-of-the-Art of Practice	Nov 5	Written	10 pts	
ePortfolio Development	Dec 3	Online	20 pts	
ePortfolio Feedback	Dec 10	Online	10 pts	
e-Assignment: Putting it All Together	Dec 12, 5pm	Online	5 pts	

- **Course Engagement.** Students should come to each class session prepared to actively engage in class discussions. Informed engagement requires that you have read the assigned materials.

Rubric for Exemplary Engagement. Attends all classes. *Is on-time.* Has prepared for class. *Regularly contributes interesting, insightful comments to class discussion.* Relates material read to actual practice. *Presents good examples of concepts discussed.* Builds on comments of others. *Raises good questions.* Responds appropriately to others' questions, concerns, or reactions. *Assists in moving class discussion forward.* Respectful of others contributions to class. *Encourages differences of opinion and healthy debate.*

- **Reflections on Readings.** A large part of learning about and understanding the issues involved in higher education is through readings from a variety of authors, disciplines and fields of study. Students should prioritize and schedule time during their week to read both the required readings in preparation for each class session, as well as explore literature in their specific field of interest as it relates to the course objectives. Throughout the semester, students will be provided the opportunity to reflect on aspects of readings in the course. In class, students will be provided 20-minutes to reflect in writing on a question that directly relates to the readings for that class session. This reflection may be a succinct, clearly formed short answer response to a question, or an outline of a particular issue. At least 4 unscheduled Reflections on Readings will occur during the semester. The top 3 scores (5 points each) will be recorded in the final grade of the course.

Rubric for Exemplary Reflection on Readings. There is a sound and logical answer that reveals clear understanding of the relevant issues. *Well organized to create a logical answer so that topics that need to be discussed together are presented together.* Identifies, compiles and effectively utilizes detailed, accurate and appropriate evidence to support all points. *Theories or models referenced are accurately described and appropriately used.* Spelling and grammar is accurate and appropriate for scholarly work. *Writing demonstrates a high depth of understanding of the issues.* Displays insight and originality of thought. *Is convincing and satisfying.*

- **Professional Leaders Reflection.** One of the benefits of attending a graduate program of higher education that is situated in the District is access to a wide range of national and international leaders in education. To take advantage of this benefit, the HEA Program has developed a Meet the Leaders Series, in which the program invites leaders from different aspects of the field of education to engage in conversation about policy, practice and research in the field. As students enrolled in a professional development program, it is critical that you take advantage of these opportunities. In this course, you will be expected to attend two (2) Meet the Leaders sessions this semester. You may choose which sessions make the most sense for you. To obtain credit for this assignment, you should complete and submit a Reading Reflection Form that answers the following question "What specific items were covered by this speaker have direct implications for my own anticipated work in higher education and student affairs?". Reflections should clearly identify issues covered by the speaker, and relate them to the practice of student affairs work. The Rubric for Exemplary Reflection on the Readings will be used to evaluate this assignment.

- **Personal Development Plan.** The goal of graduate work is professional preparation and personal advancement for work in the field of higher education. Part of that work includes learning about the field by completing courses of relevance to your future, assessing your current strengths and experiences, participating in practica experiences, and other educational workshops and sessions that will help you explore the field and develop your own skill sets. The purpose of this assignment is to provide an initial reflection early in your graduate program so that you can establish a Personal Development Plan for your graduate work. This Personal Development Plan will ensure that you are the most marketable in the job search process, help you determine the kinds of skills and experiences you need to develop while in graduate school, and also ensure that your graduate experience as GW is a unique, personalized, and effective professional preparation experience. For specific details about this assignment, please see the *Personal Development Plan Assignment Handout*. This assignment will be evaluated with the *Personal Development Plan Rubric*.
- **State-of-the-Art of Practice.** One of the most significant trends in higher education and student affairs work over the last decade is the continued specialization of professionals and functional areas. Where “identity” of higher education administrators used to be “student affairs professional”, practitioners are increasing developing functional-area identities instead (e.g., “residence life director, fraternity/sorority advisor, academic advisor, admissions counselor). This course tends to deal with the aspects of student affairs work that relates to most or all of these specialized areas. However, as a preparation program in student affairs and higher education, it is critical that graduates have an in-depth understanding of the specific area of interest to them. Students should complete a 15-20 page 1-inch margins, double-spaced, 12-point traditional font, research paper that synthesizes the state-of-the-art for your functional area. For additional details about this assignment, students should see the *State-of-the-Art Assignment Handout*. This assignment will be evaluated using the *State-of-the-Art Rubric*.
- **ePortfolio Development.** Earlier in the semester, you completed a comprehensive Personal Development Plan. You also completed an in-depth look at the state-of-the-art of your functional area of interest. The purpose of this ePortfolio assignment is to develop the framework for an electronic, web-based portfolio of your work prior to and during graduate school that demonstrates your skills, experiences, and philosophy. This ePortfolio then can serve as the framework to which you deposit examples of your work in preparation for the job-search process. In this assignment, students will complete their own web-based ePortfolio that maximizes their (expected) strengths in the job market. For additional details about this assignment, students should see the *ePortfolio Assignment Handout*. This assignment will be evaluated using the *ePortfolio Rubric*.
- **ePortfolio Feedback.** Learning from each other is important! As one way to facilitate collaboration, each student in the class should select and review the complete ePortfolios of at least 5 other students in the course. After students submit their web-addy’s to the course facilitator, they will be included in a list on Blackboard. Students should review 5 ePortfolios and submit feedback using the provided web-based format. In this review, students will be expected to identify strengths demonstrated by the ePortfolio, as well as ways the ePortfolio can be improved. This feedback will be review by the course facilitator and provided back to each student at the conclusion of the assignment.
- **e-Assignment: Putting it All Together.** Following the final class, students will reflect on specific questions and issues in an online worksheet. These worksheets will provide opportunities for students to synthesize the material covered in the class and to more personally reflect on those issues and how they relate to daily life. Questions on the worksheet will be broader/bigger picture based. This is not a “final”, but an opportunity for you to reflect on the breadth of material we have covered during the semester in a systematic way. The Rubric for Exemplary Online Reflection (included above) will be used to evaluate this assignment.

Don't forget that all of the major assignments for this class have Assignment Handouts included on Blackboard. These assignment handouts provide great details and clarity about the scope and expectations of the assignment.

If you have questions that you would like to clarify, please bring them up in class or see me before class!

Course Grades:

- **Assignment of Course Grades.** Students will be graded on a point system, achieving points for each assignment as articulated in the table earlier in this syllabus. A total of 100 points are possible in this course. Points will **NOT** be rounded-up to the next highest grade level.

Points Achieved = Grade Earned.

<i>Superior Performance Grade Levels</i>		Standard Graduate <i>Performance Grade Levels</i>		<i>Performance Needs Improvement Grade Levels</i>	
<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A+	100			B-	50
A	90			C+	40
A-	80			C	30
B+	70	B	60	C-	20
				D+	10

- **Standard Grades.** Generally, in evaluating submitted assignments in graduate level courses in higher education, a B (60 points) represents a standard grade appropriate for typical graduate level work. Points awarded above this standard represent “superior” work, and achieve additional points accordingly. Work below this standard achieve point levels below this level to represent deficiencies or improvement needed to meet minimum expectations for graduate level work.
- **Timeliness.** Deadlines are clearly established at the beginning of the semester, and students are expected to absolutely adhere to these deadlines. The course facilitator retains the right to reduce points achieved for lateness. I reserve the right to determine the appropriate reduction in points for lateness on a case by case basis.
- **Use of APA Format.** I will reduce by one grade level (for example, A to A-) papers that do not use acceptable APA Style, most notable in the format of citations, reference lists, table format, heading hierarchy, etc.
- **Page and Time Limits.** This syllabus includes specific expectations for the limitation of pages in submitted documents, or maximum time limits for presentations. Students should strictly adhere to these page and time limitations, and points will be reduced for violating this parameter. The course facilitator reserves the right to determine the degree to which points will be reduced for not meeting minimum or maximum page/time limits.
- **Feedback.** As course facilitator, I make every effort to provide feedback on the substance, organization and format of papers submitted in the course. Some assignments (e.g., comprehensive research papers) receive a significant amount of feedback, while others (e.g., short reading reflections) receive more broad comments. Evaluating graduate level work incurs significant time, energy and attention—sometimes more than writing them! I will return papers as quickly as possible, but please understand that evaluating work of an entire class is a time-consuming process if done well.
- **Incompletes.** Incompletes will generally not be assigned for this course. Students who do not achieve the requirements of the course by the deadline will receive the grade associated with the points achieved.
- **Notification of Final Grades.** I will NOT respond to inquiries related to what final course grades will be. Students should be aware and track the accumulation of points throughout the semester on their own, so that they know and understand what final course grade to expect. In courses that have heavy use of Blackboard, I often will use the Blackboard tools to maintain my grade records. You may be able to access/verify this information there. However, final course grades are often not available until approximately 3-4 weeks after the end of the course.

Receiving Assistance. *Students are urged to contact me should they have questions concerning course materials, content, tone, or procedures. The best manner in which to contact me is always via email. Email can be used to ask questions, clarify points, or schedule a face-to-face meeting for more in-depth discussion of a particular issue.*

Reflecting on the Readings

Name:	Today's Date:

Dimensions	Scale	Comments
<p>There is a sound and logical answer that reveals clear understanding of the relevant issues. <i>Well organized to create a logical answer so that topics that need to be discussed together are presented together.</i> Identifies, compiles and effectively utilizes detailed, accurate and appropriate evidence to support all points. <i>Theories or models referenced are accurately described and appropriately used.</i> Spelling and grammar is accurate and appropriate for scholarly work. <i>Writing demonstrates a high depth of understanding of the issues.</i> Displays insight and originality of thought. <i>Is convincing and satisfying.</i></p>	<input type="checkbox"/> Exemplary <input type="checkbox"/> Proficient <input type="checkbox"/> Competent <input type="checkbox"/> Developing	

Replace with PPD Rubric

Replace with SOTA Rubric

Replace with ePortfolio Rubric