**CTCH 644: Student Services in Higher Education**

**Spring 2012**

**Faculty:** Todd S. Rose, Ph.D.

 Associate Dean, University Life

 Adjunct Professor, MAIS/Higher Education

 Concentration Head – Higher Education

 Office: SUB 1, Suite 4211, Office 4213 (new addition)

 E-mail: TRose2@gmu.edu

 W) 703-993-5012

 C) 601-918-2574

**Class Time and location:**

Wednesday, 4:30pm – 7:10pm

Robinson Hall A243

**Office Hours:** By appointment (prefer at least a day or two notice)

**Required text:**

Schuh, J. H., Jones, S. R., Harper, S. R., and Assoc. (2011) *Student Services: A Handbook for the Profession (5th ed.)*. San Francisco: Jossey-Bass.

Other readings as assigned

**Course description:**

Student Services In Higher Education introduces students to the student services (student affairs) arena.  Individuals in this course are exposed to the origins and theoretical foundations of the profession by way of readings and other course material, guest speakers, on and off site experiences, etc.  The course provides an opportunity for those interested in the profession to gain a better understanding of the field and the competencies needed to be successful, as well as provide a good understanding of concepts on which the remaining MAIS-HE program coursework focuses.  It also provides individuals who already have some experience and/or exposure to the field with a firmer grasp of mission of student services, particularly how the profession complements the academic component of the institution of higher learning. Source: (<http://highered.gmu.edu/curricula/course-list.html>, retrieved 1/23/11)

**Overview of course:**

This course focuses on the development and organization for student service and development programs in colleges and universities; the philosophy, methods, and techniques used in their operation.

**Desired Student Outcomes:**

At the completion of this course, successful students will have

1. become familiar with foundations of student development and student service programs in higher education.
2. actively participated in examining the roles of student development programs and their impact on students.
3. explored and discussed major issues, concerns, challenges, and trends in the profession.
4. formed the basis for articulating the purpose, value, and necessity of student development and student service excellence in higher education.
5. conducted research, and written at a graduate level.

Course requirements:

**Presence and participation:** To be successful in this course, you have to be here and you have to participate. Although there are many legitimate reasons why one would miss a class session, this is not encouraged. Please contact me in the event you are unable to be here. Each class session is the equivalent of 1 full week of the class. Participation includes coming to class prepared for the session and making valuable contributions to the examination of the issues and subjects addressed in class.

**Student presentations:** Toward the end of the semester each student will make a presentation on a particular topic of interest to him/her, one that is relevant and current in higher education. The presentation is to last approximately 25 minutes (including time for Q&A). It can include a case study, a discussion of something that student has assigned his/her classmates to read (assigned the prior week by the student), etc. Thoughtful preparation is expected. A minimum of 5 different sources, excluding your text book for this class, must be used for this endeavor. WIKIPEDIA is not a legitimate reference for an academic endeavor.

**Paper:** One week after the presentation, the student will submit a paper on the topic. The paper should be 10-12 pages in length. APA format is required for the body of the paper and references.

 Page 1 Cover sheet with subject, date, and title

 Pages 2-12 Content of the paper

 Final page References

Content of the paper may include:

What topic are you examining (specifically)? Is it a new trend? Are there legal issues about this specific topic?

What is important and relevant about this topic to higher education and this particular course?

What factors are influencing this particular issue? Has the economy had an impact on this? Are accreditation issues driving this particular issue? Has the changing face of the college student had any influence on this?

What programs, associations, etc. are associated with this topic? What are the goals of these?

**Review of Reading:**

At different points through the semester, the class period will begin with each student responding (in writing) to a question or questions posed by the instructor. This is meant to accomplish a few things: evaluate that the student is participating by reading the material, and help the instructor to understand what part of the reading is the most significant and meaningful to the student.

**Articles, etc. of interest:**

On selected nights as noted on the syllabus, each student is to bring in an article that is relevant to the class and what we have been reading/discussing. Each article is to be summarized in a paragraph or two by the student. The summary (including student name, G#, and Course Name) is to be stapled to a copy of the article. If something other than an article is being used (i.e. book chapter, video, etc.) then an APA style reference can be listed on the summary sheet prior to the summary. During these class sessions, the students will orally share their article and the summary with the other members of the class, and entertain and questions or comments from the class on the article.

**Grading:**

A+ 98—100%

 A 93—98

 A- 90—93

 B+ 87—89

 B 83—86

 B- 80—82

 C 70—79

 F 69 and under

Written assignment will be evaluated in the following fashion:

1. Content quality
2. Expression of ideas (organization, depth)
3. Grammar
4. APA format

**Academic Integrity:**

Mason is an Honor Code university; please see the University Catalog for a full

description of the code and the honor committee process. The principle of academic

integrity is taken very seriously and alleged violations may be addressed through the formal process. What does academicintegrity mean in this course? Essentially this: when you are responsible for a task, you will perform that task. When you rely on someone else’s work in an aspect of the performance of that task, you will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be

conducted with civility and respect for differing ideas, perspectives, and traditions. When

in doubt (of any kind) please ask for guidance and clarification.

**Mason e-mail accounts:**

Students must use their Mason/MasonLIVE email account to receive important University

information, including messages related to this class. See http://masonlive.gmu.edu for more

information.

**Accommodations for students with disabilities:**

If you are a student with a disability and you need academic accommodations, please see

me and contact the Office of Disability Services (ODS) at 993-2474.

All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

Other Useful Campus Resources:

**Writing Center:** A114 Robinson Hall; (703) 993-1200; http://writingcenter.gmu.edu

**University Libraries “Ask a Librarian”** http://library.gmu.edu/mudge/IM/IMRef.html

**University Policies:**

The University Catalog, http://catalog.gmu.edu, is the central resource for university

policies affecting student, faculty, and staff conduct in university academic affairs. Other

policies are available at http://universitypolicy.gmu.edu/. All members of the university

community are responsible for knowing and following established policies.