

Seattle University
College of Education
Student Development Administration Program

COLLEGE ORGANIZING THEME: Preparing ethical and reflective
professionals for quality service in diverse communities.

Syllabus

SDAD 575: *Best Practices in Student Services* (3 credits)

Summer, 2012

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Course Description

Highlights outstanding student services practices from Northwest colleges and universities through field trips, on-site discussions with successful practitioners, and analysis of the components of model programs in student services.
(first four weeks)

Students with Disabilities:

If you have, or think you may have, a disability (including an 'invisible disability' such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in Loyola 100, (206) 296-5740.

Required Readings

Book:
Blimling, G.S., & Whitt, E.J. (Eds.) 1999). *Good practice in student affairs: Principles to foster student learning*. San Francisco: Jossey-Bass.

Please read the book before the course begins on June 14.

Other readings may be assigned.

Course Rationale

This course is designed for students who wish to increase their insights into how student affairs is practiced by exemplary practitioners. It is intended to serve as a bridge between the world of theory and that of the professional student affairs administrator, and has a strong focus on how student affairs administrators collaborate with other educators in order to deliver outstanding educational practices to students.

Registration for the course is normally limited to students in the master's degree program in Student Development Administration. There are no prerequisites.

The course will require students to apply their skills of analysis and evaluation. Students in the course will sharpen their abilities to critique how student affairs programs adapt to the missions of their institutions and the characteristics of their student populations.

Course Instructional Methods

The instructional methods, strategies and techniques to be utilized in this course include field trips to outstanding programs and discussions with innovative and successful practitioners, workshops, class presentations and discussion, focused readings, use of the Angel site, and self-reflection.

Course Goals

To showcase some of the best practices in student services programs in Northwest colleges and universities. The emphasis will be on studying effective programs to find out why they are successful.

To demonstrate how successful student affairs practitioners collaborate with other educators to produce quality educational offerings to their students.

To encourage students to apply their skills of analysis and evaluation.

SDA Learning Outcomes Addressed

The following learning outcomes of the SDA master's program are addressed through this course:

1. Adapting student services to specific environments and cultures;
2. Working successfully in teams;
3. Understanding of students and student issues;
4. Understanding and fostering diversity;
5. Responding to ethical dilemmas utilizing appropriate judgment; and
6. Communicating effectively, orally and in writing.

Course Requirements

Readings:

Students are expected to come to class having read the required book. This background will be needed the first class session, and it is expected that regular references to the book will be made in the course papers and Power Point presentations.

Before visiting a campus, it is expected that students will review the public web sites of all the schools to be visited on the field trips. Students should familiarize themselves with the following aspects usually found on the web sites: mission of the institution, administrative organization, and student services/student affairs.

Students are encouraged to accept the responsibility for not only their own learning, but also that of their colleagues (students and faculty) in the seminar by sharing their observations on their reading.

Class Attendance and Participation:

Class attendance and participation are crucial to a successful seminar. Students are expected to prepare for class in advance, reflect on any assigned material, and come to class prepared to contribute actively to class discussions.

Attendance is required. Students who cannot participate in the trip to Idaho June 17-19 should be sure they are registered for section 02, not section 01. Students may miss one half day (other than Idaho) with no make-up required. Students who miss a full day will be expected to complete additional assignments, to be approved in advance by the instructor. The exception to this is the last day when student projects are presented. With the approval of other group members, one person may be absent from each group on this day.

This class is closely scheduled and involves professionals at several institutions who are donating their time to us. For this reason, and as a professional courtesy to all, it is essential that all students be **on time** to all class sessions. We will normally be unable to wait for students who are late.

Field Trips:

There are several field trips planned for the course. The field trips are an opportunity to learn from outstanding educators at several local colleges and universities. We are currently planning to visit these schools:

Section 01: Seattle University, University of Idaho, and Lake Washington Institute of Technology.

Section 02: Seattle University, The Evergreen State College, University of Puget Sound, and Green River Community College.

Both schedules are subject to modification. All students are required to attend all field trips. Please notify the instructor if you have an unforeseen emergency arise that prevents you from attending any of them.

Scholarly Reflections:

Students are required to post two “scholarly reflections” in the online classroom on Angel.

Each reflection should be 750-1,000 words in length. The topics and due dates are as follows:

<u>Due Dates-- Section 01</u>	<u>Reflection Topic</u>
Friday, June 22	Best Practices in Community Engagement
Thursday, June 28	Best Practices in adapting student services to specific environments and cultures OR working successfully in teams

<u>Due Dates-- Section 02</u>	<u>Reflection Topic</u>
Wednesday, June 20	Best Practices in Community Engagement
Sunday, July 1	Best Practices in understanding of students and student issues OR understanding and fostering diversity

The scholarly reflections should bring together your reading, the field trips, online and library exploration and your own analysis. You should feel free to also include your own experiences with student services as they relate to the conversation. **Reflections must demonstrate thoughtful analysis and integration of the readings.** Superficial postings (defined as short, casual, informal comments, which lack thought, depth and relation to the literature) are not acceptable and may result in a lowering of your course grade. The scholarly reflections are due no later than 5:00 p.m. on the date indicated. *APA format is not required.*

The scholarly reflections are posted as threaded discussions. They are open to all members of the class. However, they may not be shared with individuals outside of the class without the permission of the writer.

Seminar participants will also be asked to verbally share their observations periodically.

Group Projects/Power Points:

The group projects give students the opportunity to review a topic of interest to them in greater depth. Student teams will be created to explore one area in student affairs and to research and/or apply Best Practices to this area. Teams will normally consist of three people. Students might describe a successful program in detail, citing why it is successful and giving suggestions for strengthening it. Or they might review the literature on successful practices in a particular sub-area of student affairs work, such as community engagement, career services, or international student services. Or they might design a new program utilizing the principles of good practice.

The group projects have two parts. First is a paper of 8-12 pages, not counting the title page, abstract, and references. *They should be produced according to APA format, Option 4: APA Style Required. Please utilize the 6th edition of the APA Publication Manual.* The second part is a Power Point describing the project. The paper is due on either June 29 or July 6, to be determined by the class. The Power Point is to be presented to the class on the same day the paper is due, either June 29 or July 6. No later than the day of the presentation, both the paper and the Power Point should be posted on Angel in the appropriate spot under the “Lessons” tab.

Your work must be submitted in accordance with the due dates above. Submitting late and/or superficial reflections may result in a lowering of your grade for the course.

All reflections (written and verbal) are confidential within our class, and must not be shared with other people or any of the institutions involved without permission from the author.

Grading:

Letter grades will be determined according to the criteria below:

A or B= On-time attendance and active participation in all field trips and classes; all assignments, including group project and Power Point, completed according to the guidelines and submitted on time.

C= Written assignments not submitted on time, or not according to the guidelines; or absence from one full day’s field trip with no make-up work completed.

F= Students who miss two or more classes (verifiable emergencies excepted) or fail to turn in one or more assignments.

Instructor judgment will prevail in all borderline grading decisions.

NOTICE to STUDENTS concerning Seattle University's ACADEMIC INTEGRITY POLICY, which includes the issue of plagiarism:

As this course is part of a curriculum that prepares people to become professional educators, academic honesty is a sacred value. Consequently, students who violate the university's Academic Integrity Policy (including plagiarism) will be subject to a failing grade in this course. Students in the SDA master's program may also be placed on probation or dismissed from the master's program.

The Academic Integrity Policy of the university is available using the following URL, which opens a College of Education web page where there is a hotlink to the policy document with the name "Academic Integrity 2011-3":

<https://www.seattleu.edu/registrar/Policies.aspx>

Academic Grading Grievance--Procedure for Challenging Course Grades:

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

A copy of this academic grading grievance policy and procedure document can be using the following URL which opens a College of Education web page where one can access the document through a hotlink named "Academic Grading Grievance 2004-07":

<https://www.seattleu.edu/registrar/Policies.aspx>

Professional Conduct Policy

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the Professional Conduct policy can be found using the following URL which opens a College of Education web page where there is a hotlink named "Professional Conduct 2011-2":

<https://www.seattleu.edu/registrar/Policies.aspx>

BEST PRACTICES IN STUDENT SERVICES
SDAD 575, SUMMER 2012

TENTATIVE SCHEDULE OF CLASSES

Section 01 Dates & Places	Topics	Areas of Emphasis/Facilitator
June 14, 2012 9:00-11:00 a.m. Loyola 203	Welcome, purpose of course, "best practices"	Best practices, benchmarking (Jeremy Stringer)
11:00-12:00	Logistics and group project	Jeremy Stringer
12:00-1:00 p.m.	Lunch	Bring or buy lunch
1:00-4:30	Center for Service & Community Engagement	SUYI (Kent Koth & Kelly Benkert)
4:30-5:00	Review Logistics for Next Week	
June 17, 2012 Noon Murphy Garage	Depart for Idaho	Please pack lightly!
6:00 p.m.	Dinner at Patty's in Idaho	We will be joined by Denise Carl, SDA Alumna
		Housing on campus at U of I-- Bring money for dinner
June 18, 2012 8:00-5:00	University of Idaho	Hosted by Bruce Pitman, Vice Provost for Student Affairs and Dean of Students
	Lunch Hosted	A separate schedule will be distributed for this day
	Dinner Conversation	Catered dinner with Bruce Pitman and student affairs department heads
June 19, 2012 8:00 a.m.	Leave for Seattle	As time permits we will stop at other universities on the way home
5:00	Back at Seattle U	
June 25, 2012		
9:00 a.m.	Group Reflection	Loyola

10:00	Additional Visit (Tentative)	
12:00	Lunch	Bring your lunch or money to buy lunch
1:00-4:00	Lake Washington Institute of Technology	LWIT as a work force college
5:00 p.m.	Back at Seattle U	
June 29, 2012 or July 6, 2012		The exact date will be chosen by the class on June 14
9:00-12:00 or 1:00-4:00 Chardin 142	Power Point Presentations on Best Practices	Lunch may be provided
	Course wrap-up	
	Course Celebration (to be determined)	

Section 02 Dates & Places	Topics	Areas of Emphasis/Facilitator
June 14, 2012 9:00-11:00 Loyola 203	Welcome, purpose of course, “best practices”	Best practices, benchmarking (Jeremy Stringer)
11:00-12:00	Logistics and Group Project	Jeremy Stringer
12:00-1:00 p.m.	Lunch	Bring or buy lunch
1:00-4:30	Center for Service & Community Engagement	SUYI (Kent Koth & Kelly Benkert)
4:30-5:00	Review Logistics for Next Week	Jeremy Stringer
June 26, 2012 The Evergreen State College		Hosted by Dr. Art Costantino, vice president for student affairs
8:00 a.m. Murphy Garage	Depart for Olympia	
10:00-3:30	The Evergreen State College	A separate schedule will be distributed for this day
5:00 p.m.	Arrive back at Seattle U	
June 27, 2012		
10:00 Loyola Hall	Group Reflection	Jeremy Stringer
12:00	Lunch	
1:00-4:00 p.m. University of Puget Sound		
5:00	Back at Seattle U	
June 28, 2012		
8:30 a.m. Murphy Garage	Depart for Auburn	
10:00-4:00 Green River Community College		A separate schedule will be handed out for this afternoon—bring lunch or money to buy lunch
5:00 p.m.	Back at Seattle U	
June 29, 2012 or July 6, 2012		The exact date will be chosen by the class on June 14
9:00-12:00 or 1:00-4:00	Power Point Presentations on Best	Lunch may be provided

Chardin 142	Practices	
	Course wrap-up	
	Course Celebration (to be determined)	