Please complete this form and attach a copy of the syllabus for new courses. Forward it as an email attachment to the Secretary of the Graduate Council. A printed copy of the form with signatures should be brought to the Graduate Council Meeting. Complete the Coordinator Form on page 2, if changes in this course will affect other units.

**Local Unit:** Community College Education  
**Graduate Council Approval Date:**

**Course Abbreviation:** CTCH  
**Course Number:** 644

**Full Course Title:** Student Services in Higher Education

**Abbreviated Course Title (24 characters max.):** Student Services

**Credit hours:** 3  
**Program of Record:** DACCE

**Repeatable for Credit?**  
___ D=Yes, not within same term  
___ T=Yes, within the same term  
___ X N=Cannot be repeated for credit

**Activity Code** (please indicate):  
___ Lecture (LEC)  
___ Lab (LAB)  
___ Recitation (RCT)  
___ Studio (STU)  
___ Internship (INT)  
___ Independent Study (IND)  
___ X Seminar (SEM)

**Catalog Credit Format** 3 : 3 : 0  
**Course Level:** GF(500-600)  
___ X GA(700+)

**Maximum Enrollment:** 18  
For **NEW courses**, first term to be offered: Fall 2004

**Prerequisites or co requisites:**

**Catalog Description** (35 words or less)  
Please use catalog format and attach a copy of the syllabus for new courses: Focuses on the development and organization of student personnel programs and services in institutions of higher learning. Covers the philosophy, methods, and techniques used in their operation.

For **MODIFIED or DELETED** courses as appropriate:

**Last term offered:**  
**Previous Course Abbreviation:** HELA  
**Previous number:** 644

**Description of modification:** change course code and description as directed by CAS Council

**APPROVAL SIGNATURES:**

Submitted by:  
email: gkettlew@gmu.edu

Department/Program:  
Date: 

College Committee:  
Date: 

Graduate Council Representative:  
Date: 

GEORGE MASON UNIVERSITY
Course Coordination Form

Approval from other units: NONE

Please list those units outside of your own who may be affected by this new, modified, or deleted course. Each of these units must approve this change prior to its being submitted to the Graduate Council for approval.

<table>
<thead>
<tr>
<th>Unit:</th>
<th>Head of Unit’s Signature:</th>
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Graduate Council approval: __________________________________________ Date: ____________
Graduate Council representative: _______________________________ Date: ____________
Provost Office representative: _______________________________ Date: ____________
CTCH 644 – Student Services In Higher Education

Time/Location: TBA

Faculty: TBA

Required Text:


Other Assigned Readings.

Course Overview

This 3 semester hour course focuses on the development and organization of student personnel programs and services in institutions of higher learning; the philosophy, methods, and techniques used in their operation.

Desired Student Outcomes

By successfully completing this course, students will have

1. become familiar with the historical foundations of student personnel work and how the profession has developed.
2. gained an understanding of the role of student personnel work in higher education.
3. become familiar with the theoretical bases of student personnel work.
4. examined some of the profession’s alternative roles or models for the practice of student personnel work.
5. examined the competencies needed by today’s administrator and other student services professionals, and the current professional status of student personnel work.
6. become familiar with the major issues, concerns, challenges, and trends of the profession.
7. examined technological advances and innovative strategies currently used by student service professionals.

Course Requirements

Participation: Successful completion of this course requires regular attendance and active participation. Throughout the semester, guests will be invited to contribute to the successful completion of classroom goals via presentations on various areas of student services. Thus, it is expected that each student will come prepared to learn from the speakers and to contribute regularly in each class.

Summary Papers: Students will prepare eight 2-3 page summary papers discussion the application of assigned readings in the *Student Services* and *CAS Standards* texts to the distributed scenarios. Each paper should serve as a synthesis and application of some or all of the major points within the chapter as appropriate for addressing the scenario. The summary papers are due the same class period for which the reading assignment of those chapters is due.
On-site Campus Visit to analyze a different type of student affairs environment and institution including report and presentation.

Current Trend Critiques: Critique three articles related to current trends and issues in a selected area of student affairs (1995-present) using the format of the sample distributed. The articles should relate to your primary area of interest and be used as part of your literature review. Sources of the articles should be varied, reflecting three different refereed publications, and using APA format.

Practitioner Interview: Arrange for a 30-minute informational interview with a student services professional using the guidelines included in this syllabus. Using CAS, research the area in which your interviewee works before the interview so that you can ground some of your questions in the proscribed standards.

Final Examination. Conduct a review of the literature of a topic or issue in student services (you may choose although the topic must be cleared with the instructors ahead of time) using current reference materials. Your review should be 7-10 pages and in APA format (see attached description).

Evaluation:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
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<tr>
<td>Individual 5-minute (timed) Oral Report of Interview</td>
<td>5</td>
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<tr>
<td>Written Report: Site Visit/Assessment</td>
<td>15</td>
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<tr>
<td>Oral Report: Site Visit/Assessment</td>
<td>15</td>
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<tr>
<td>Article Critiques (3) – 2 pts each</td>
<td>6</td>
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<tr>
<td>Summary Papers (8) – 3 pts each</td>
<td>24</td>
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<tr>
<td>Literature Review</td>
<td>25</td>
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<tr>
<td>Attendance/Participation</td>
<td>10</td>
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<td>Total:</td>
<td>100</td>
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Grades will be calculated as follows:

- A = 90 – 100
- B = 80 – 89
- C = 70 – 79
- D = 60 – 69
- F = 59 or below
- I = Incomplete grade for extenuating circumstances

All written assignments will be evaluated using the following criteria:

1. Quality of content (analysis, synthesis and evaluation of materials)
2. Expression of ideas (organization, clarity, depth)
3. Flow/interrelatedness of ideas
4. Grammar
5. Appropriate supporting documentation/justification
6. APA editorial style/format

Group presentations will be evaluated using the following criteria:

1. Quality of content (analysis, synthesis and evaluation of materials)
2. Expression of ideas
3. Evidence of team collaboration

SUMMARY PAPERS

For each group of chapters assigned in the Student Services text, you will receive a scenario. Your name, G# or SS# and chapter numbers should appear at the top of the page, followed by a detailed answer to each question posed about the scenario. Use material in the chapters to support your answer. The summary should be 2-3 pages, double-spaced.

INTERVIEW

Select an individual outside of your functional area of student services and arrange a 30-minute IN-PERSON interview. This individual should be someone outside your functional area who you have not had the opportunity to get to know. You may also select an individual in your functional area at another institution. No individual may be interviewed by more than one student, so you must sign up for your individual early during the semester. Prepare a summary paper, which you will turn in, and a 5-minute presentation of the significant findings of your interview. The presentation will be timed and you will be cut off at the 5 minute mark. Turn in a copy of the thank-you note you send to the person you interviewed along with your paper. Your interview and written paper should address the following:

1. Brief description of the functional area in which the individual works (mission or objective, number of staff, size of facility, basic daily responsibilities, etc.)
2. Explain why interviewee chose to work in that particular functional area and describe his/her career path
3. Specific skills needed for particular area
4. Favorite aspect of position
5. Current issues challenging area
6. Advice for a new professional

THE ON-SITE TEAM CAMPUS VISIT

Each student will serve as a member of an on-site team responsible for studying and analyzing an institution different from George Mason. Campus settings reflecting various institutional mission statements and organizational structures within Student Services will be used as sites. There will be assigned teams and institutions.

Each team will make its own arrangements for the campus visit(s) in preparation for the written report and oral class presentation. Each team member must visit the site and participate in all aspects of preparation of the written and oral reports. Teams should remember they are serving as ambassadors of the MAIS-HE Program and George Mason University. Professional attire and behavior are expected. Correspondence, including thank-you notes for the campus visit, should be attached as appendices to your report.

The Written Report

Each team must submit a typewritten, 7-10 page, double-spaced summary of the campus visit describing the mission of the institution and how it fills a unique role within higher education as well as an analysis of how
functional areas, policies, procedures and personnel support that mission. The title page should include the name of the institution, the names of the team members and the date of the oral report.

The Class Presentation

The class presentation should focus on a description of the institutional setting, its influence on the role and mission of student services and the college, and analysis of how the institution supports its mission through policies, procedures and behavior of personnel. Each team will be limited to a 45-minute class presentation, which includes a question and answer period. The members of the team will determine the style of the oral report, although creativity is strongly encouraged.

Materials gathered during the campus visit may be used to highlight significant programs. A brief outline of the class presentation distributed to colleagues will help them retain important information and ease the task of note taking.

Suggestions for the On-site Visit

The institutional setting: What are the characteristics that contribute to the uniqueness of the campus setting: size, affiliation, mission, location, faculty, curriculum, students, costs, etc.?

Student Services: How is the area organized? What is its role within the institution? How is it administered? What educational philosophy guides decisions and policies? What is its relationship to other administrative units on campus? What role does the chief student affairs officer play? Who are the students served? What programs/services appear innovative or most effective? Are there collaborative efforts with faculty? What are they? How is professional development addressed? What are the qualifications for an entry-level position? What are the current issues confronting practitioners in student services?

Observations and Perceptions

You may want to schedule time to interview or meet with students, one or two staff members as well as the chief student affairs officer if his or her schedule permits.

What impressed you about the campus? What contributes to its uniqueness? What feelings did you have during the on-site visit?

CRITIQUE FORMAT

Critique three research articles from refereed journals related to current trends and issues in student affairs (1995 - present). The articles should relate to your primary area of interest. Sources of the articles should be varied, reflecting three different refereed publications. Points will be awarded for appropriateness of the publication/article, format and content/quality of your writing. Use APA format in citing references.

At the Top of the Page:
Student Name
G# or SS#
Date Due

The critique should be one page in length (double spaced); and include:
TITLE: Complete citation, utilizing the APA style of referencing.

OVERVIEW: Summary of content including research methodology, your personal reaction or evaluation of the material and its importance to higher education/student services.

The critique is to be reflective of topics related to student service issues. Associations that publish professional journals related to various functional areas in student affairs can be found in CAS Standards.

FINAL EXAM: REVIEW OF THE LITERATURE

For the final exam, you will conduct a review of the literature for some issue or topic in student affairs. A review of the literature is a comprehensive summary of the research literature for a particular topic. You should start the paper with research that is broad in scope and then narrow in a funnel fashion to articles that specifically address the issue or topic you are researching.

This paper should be 7 – 10 pages in length and must utilize APA format. You should have, at a minimum, 10 sources, with at least half being from scholarly journals. Your purpose is to give the reader a solid grounding in your topic area citing key researchers, their work, and what research questions remain about the topic area.

Honor Code

All appropriate policies of George Mason University are in effect as outline in the current edition of the University Catalog, the academic unit, and as prescribed by this syllabus. You are expected to demonstrate standards of academic integrity and honesty consistent with University Policy.

Accommodations

George Mason University provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Disability Resource Center at 703-993-2474.
Course Outline:

Week 1  Introduction/Overview/What is Student Services (Student Affairs)?

Week 2  CAS Discussion/Developing Functional Areas  
        Komives Ch. 21, CAS Standards  
        Summary Paper 1

Week 3  Historical Overview of Student Services/Evolution of CAS  
        Komives Ch. 1, 2, 3  
        Summary Paper 2 & Article Critique

Week 4  Guest Speaker; Campus Environments  
        Komives Ch. 4, 12  
        Summary Paper 3

Week 5  Guest Speaker; Values, Ethics, Principles & Legal Issues  
        Komives Ch. 5, 6, 7  
        Summary Paper 4 & Article Critique

Week 6  Student Development Theory  
        Komives Ch. 8, 9, 10, 18  
        Summary Paper 5

Week 7  Guest Speaker; Leadership, Counseling and Conflict Resolution  
        20, 22, 24  
        Article Critique

Week 8  Special Guest Speaker; Essential Competencies  
        Komives Ch. 16, 17, 19  
        Summary Paper 6

Week 9  Guest Speaker; Organization Theory & Leadership, Budget  
        Activity: Organization Chart Development  
        Komives Ch. 13, 14  
        Summary Paper 7 & Outline of Literature Review

Week 10  Learning/Teaching Styles & Strategies  
        Presentation Concepts Rational/Justification  
        Komives Ch. 11, 15  
        Summary Paper 8

Week 11  Presentations – Groups I & II  
         Site Visit Paper (presenters)

Week 12  Presentations – Groups III & IV  
         Site Visit Paper (presenters)

Week 13  Presentations – Groups V & VI
<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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<tbody>
<tr>
<td>14</td>
<td>Interview Presentations</td>
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<tr>
<td>15</td>
<td>Course Evaluations &amp; Reflections, Wrap-up</td>
</tr>
</tbody>
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**Site Visit Paper (presenters)**

**Literature Review Paper**