YOUNGSTOWN STATE UNIVERSITY

Counseling Program

Orientation and Functions of Student Affairs

COUN 7026 / 3 S.H.

Fall 2013

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Catalog Description: The primary purpose of this course is to provide students with a comprehensive introduction to the functional areas of student affairs. The application of counseling-based knowledge and skills for student affairs practitioners will be emphasized.

Prerequisites: none

Required Texts:

MacKinnon, F. J. D., & Associates. (2011). *Rentz's student affairs practice in higher education* (4th ed.). Springfield, IL: Thomas.

Recommended Texts:
American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bliming & Whit. *Good practice in student affairs.* Jossey Bass Publications.

Council for the Advancement of Standards in Higher Education (CAS). (2012). *CAS professional standards for Higher Education* (8th ed.). Washington, DC: Author.

Required Readings:
Burkard, A., Cole, D. C., Ott, M., & Stoflet, T. (2005). Entry-level competencies of new student
        affairs professionals: A Delphi study. *NASPA Journal, 42*(3), 283-309.
Dillon, J. J. (2003). Bringing counseling to the classroom and the residence hall: The university
        learning community. *Journal of Humanistic Counseling, Education & Development,*
        42(2), 194-208.
Hinkelman, J. M., & Luzzo, D. A. (2007). Mental health and career development of college
        students. *Journal of Counseling and Development, 85* (2), 143-147.
Kadar, R. S. (2001). A counseling liaison model of academic advising. *Journal of College*
        Counseling, 4(2), 174-178.

Kiracofe, N. M., & Buller, A. E. (2009). Mandated disciplinary counseling: Working effectively with challenging clients. *Journal of College Counseling, 21*(1), 71-84.

Kuk, L., Cobb, B., & Forrest, C. (2007). Perceptions of competencies of entry-level practitioners in Student Affairs. *NASPA Journal, 44*(4), 664-691.

Kuhn, T., Gordon, V. N., & Webber, J. (2006). The advising and counseling continuum: Triggers for referral. *NACADA Journal, 26*(1), 24-31.

Much, K., Wagener, A. M., & Hellenbrand, M. (2010). Practicing in the 21st century college counseling center. *Journal of College Student Psychotherapy, 24*(1), 32-38. doi: 10.1080/87568220903400138

National Association of College Admissions Counselors (NACAC). (1990). *Statement on the Counseling Dimension of the Admissions Process at the College/University Level.* Retrieved from: http://www.nacacnet.org/AboutNACAC/Policies/Pages/default.aspx

Saginak, M. A. (Feb. 2010). Counseling as an essential component in student affairs training. *Counseling Today, 52*(8), 54-55.

Waple, J. N. (2006). An assessment of skills and competencies necessary for entry-level student affairs work. *Journal of Student Affairs Research & Practice, 43*(1), 1-18.

Recommended Readings:

Arendale, D. (2010). Access at the crossroads: Learning assistance in higher education. *ASHE Higher Education Report, 35*(6), 1-145.

Association for the Study of Higher Education (ASHE). (2010). Current challenges and controversies for learning assistance. *ASHE higher education report 36*(6), 7-22.

Association on Higher Education and Disability (AHEAD), (n.d.). Professional Standards and Program Standards. Retrieved from: http://www.ahead.org/resources

Anderson, J. W. (1987). Roles and responsibilities of Greek Advisors. *New Directions for Student Services, 40,* 75-86. doi: 10.1002/ss.37119874007

Buscemi, J., Murphy, J. G., Martens, J. P., McDevitt-Murphy, M. E., Dennhardt, A. A., & Skidmore, J. R. (2010). Help-seeking for alcohol-related problems in college students: Correlates and preferred resources. *Psychology of Addictive Behaviors, 24*(4), 571-580. doi: 10.1037/a0021122

Center for Study of Collegiate Mental Health (CSCMH). (2009). *Pilot study executive summary.* University Park, PA: Penn State. Retrieved from http://www.sa.psu.edu/caps/pdf/2009-CSCMH-Pilot-Report.pdf

Cooper, D. L., & Dean, L. A. (1989). The past, present, and future of student affairs: A professional profile of Theodore K. Miller. *Journal of Counseling & Development, 76*(2), 198-201.

Corrigan, M. J. (1998). Counseling college students with disabilities: Legal, ethical and clinical considerations. *Journal of College Counseling, 1*(2), 181-189.

Cuyjet, M. J., Longwell-Grice, R., & Molina, E. (2009). Perceptions of new student affairs professionals and their supervisors regarding the application of competencies learned in preparation programs. *Journal of College Student Development, 50*(1), 104-119. doi: 10.1035/csd.0.0054

Dannell, M. (1997). From discipline to development: Rethinking student conduct in higher education. *ASHE-ERIC Higher Education Report, 25*(2), 1-127.

DeBard, R., Lake, T., & Binder, R. S. (2006). Greeks and grades: The first-year experience. *NASPA Journal, 43*(1), 1-7.

Dvorak, J. (2004). Managing tutoring aspects of the learning assistance center. *Research for Educational Reform, 9*(4), 39-51.

English, E. M., Shutt, M. D., & Oswalt, S. B. (2009). Decreasing use of alcohol, tobacco, and other drugs on a college campus: Exploring potential factors related to change. *NASPA Journal, 46*(2), 163-182.

Epstein, B. H. (2003). Crisis intervention on campus: Current and new approaches. *Journal of Student Affairs Research & Practice, 2*(6), 294-316.

Fouad, N.A., Guillen, A., Harris-Hodge, E., Henry, C., Novakovic, A., Terry, S., & Kantamneni, N. (2006). Need and use of career services for college students. *Journal of Career Assessment, 14*(4), 407-420. doi: 10.1177/1069072706288928

Foubert, J. D., & Newberry, J. T. (2006). Effects of two versions of an empathy-based rape prevention program on fraternity men's survivor empathy, attitudes, and behavioral intent to commit rape or sexual assault. *Journal of College Student Development, 47*(2), 133-148. doi: 10.1035/csd.2006.0016

Gallagher, R. (2009). National survey of counseling center directors. Retrieved from International Association of Counseling Services website: http://www.iacsinc.org

Gintner, G. G., & Choate, L. H. (2006). Screening college student problem drinkers: The role of student affairs professional. *Journal of Student Affairs Research & Practice, 43*(2), 338-357.

Grayson, P. A., & Meilman, P. W. (Eds.) (2006). *College mental health practice.* New York: Routledge.

Institute of International Education (IIE). (2010). *Open doors report on international educational exchange.* New York: Publisher. Retrieved from http://www.iie.org/en/Research-and-Publications/Open-Doors

Janosik, S. M., & Creamer, D. G. (2003). Introduction: A comprehensive model. In S. M. Janosik, D. G. Creamer, J. B. Hirt, R. B. Winston, & S. A. Saunders (Eds.), *Supervising new professionals in student affairs: A guide for new professionals* (pp. 1-16). New York: Brunner-Routledge.

Komives, S. R., Woodard, D. G., Jr., & Associates. (2003). *Student services: A handbook for the profession* (4th ed.). San Francisco: Jossey-Bass.

Kuk, L., Banning, J. H., & Amey, M. J. (2010). *Positioning student affairs for sustainable change: Achieving organizational effectiveness through multiple perspectives.* Sterling, VA: Stylus.

LaBrie, J. W., Lamb, T. F., Pedersen, E. R., & Quinlan, T. (2006). A group motivated interviewing intervention reduces drinking and alcohol related consequences in adjudicated college students. *Journal of College Student Development, 47*(3), 267-280. doi: 10.1353/csd.2006.0031

Mayhew, M. J., Caldwell, R. J., & Hourigian, A. J. (2008). The influence of curricular-based interventions within first year success courses on student alcohol expectancies and engagement in high risk drinking behaviors. *NASPA Journal 45*(1), 49-72.

National Institute on Alcohol Abuse and Alcoholism (NIAAA). (2008). *Research findings on college drinking and the minimum legal drinking age*. Retrieved from: http://www.niaaa.nih.gov/AboutNIAAA/NIAAASponsoredPrograms/CollegeDrinkingMLDA.htm

Niles, S. G., Anderson, W. P., & Cover, S. (2000). Comparing intake concerns and goals with career counseling concerns. *Career Development Quarterly, 49,* 135-145.

Pope, R. L., & Mueller, J. A. (2011). Multicultural competence. In J. H. Schuh, S. R. Jones, S. R. Harper and Associates (Eds.). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Preece, J. E., Roberts, N. L., Beecher, M. E., Rash, P. D., Shwalb, D. A., & Martinelli, Jr., E. A. (2007). Academic advisors and students with disabilities: A national survey of advisors' experiences and needs. *NACADA Journal, 27*(1), 57-72.

Rayman, J. R. (1993). The changing role of career services. In J. R. Rayman (Ed.), *New Directions for Student Services, 62,* (pp. 1-22). San Francisco: Jossey-Bass

Reynolds, A. L. (2009). *Helping college students: Developing essential support skills for student affairs practice.* San Francisco: Jossey-Bass.

Reynolds, A. L. (2011). Counseling and Helping Skills. In J. H. Schuh, S. R. Jones, S. R. Harper and Associates (Eds.). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Stebleton, M. J., & Schmidt, L. (2010). Building bridges: Community college practitioners as retention leaders. *Journal of Student Affairs Research and Practice, 47*(1), 78-98.

Steinhardt, M., & Dolbier, C. (2008). Evaluation of a resilience intervention to enhance coping strategies and protective factors and decrease symptomatology. *Journal of American College Health*, *56*, 445-453. doi: 10.3200/JACH.56.44.445-454

Substance Abuse and Mental Health Services Administration (SAMHSA). (2009). *Results from the 2008 National Survey on Drug Use and Health: National Findings* (Publication No. SMA 09-4434). Rockville, MD: Author. Retrieved from Office of Applied Studies Website http://oas.samhsa.gov/NSDUH/2k8NSDUH/2k8results.cfm#3.1.6

Troiano, P. F. (2003). College students and learning disabilities: Elements of self –style. *Journal of College Student Development, 44*(3), 404-419. doi: 10.1053/csd.2003.0033

Wilson, J. M. (1996). Processes for resolving student disciplinary matters. In W. L. Mercer (Ed.). Critical issues in judicial affairs: Current trends in practice, *New Directions in Student Services, 73,* (pp. 35-52) San Francisco: Jossey-Bass.

Winston, Jr., R. B. (1996). Counseling and advising. In S. R. Komives, D. B. Woodard, Jr., & Associates (Eds.). *Student Services: Handbook for the profession (3rd ed.).* San Francisco: Jossey-Bass.

Yang, E., & Gysbers, N. C. (2007). Career transitions of college seniors. *Career Development Quarterly*, *56*(2), 157-170.

Zubernis, L., & Snyder, M. (2007). Considerations of additional stressors and developmental issues for gay, lesbian, bisexual, and transgender college students. *Journal of College Student Psychotherapy, 22*(1), 75-79. doi: 10.1300/J035v22n01_06

CACREP 2009 Standards
Student Affairs & College Counseling
Foundtions
- Understands the history, philosophy, and trends in student affairs and college counseling. (CACREP 2009 Standards for SA & CC – A.1.);
- Understands ethical and legal considerations specifically related to the practice of student affairs and college counseling (CACREP 2009 Standards for SA & CC – A.2);
- Understands the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community. (CACREP 2009 Standards for SA & CC – A.3.);

- Knows the diversity of roles, functions, and settings of student affairs professionals and counselors working in postsecondary education. (CACREP 2009 Standards for SA & CC – A.4.);
- Knows professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling. (CACREP 2009 Standards for SA & CC – A.5.);
- Understands student development theories, including holistic wellness and research relevant to student learning and personal development. (CACREP 2009 Standards for SA & CC – A.6.);
- Recognizes current trends in higher education and the diverse character of postsecondary education environments. (CACREP 2009 Standards for SA & CC – A.7.); and
- Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services. (CACREP 2009 Standards for SA & CC – A.9.).

Counseling, Prevention, and Intervention
- Identifies the specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education. (CACREP 2009 Standards for SA & CC – C.1.); and
- Understands individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education. (CACREP 2009 Standards for SA & CC – C.2.).

Diversity and Advocacy
- Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation. (CACREP 2009 Standards for SA & CC – E.1.); and
- Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students. (CACREP 2009 Standards for SA & CC – E.5.).

Research and Evaluation
- Understands how to critically evaluate research relevant to the practice of student affairs and college counseling. (CACREP 2009 Standards for SA & CC – I.1.).

Reflection in Action: The Educator as Reflective Practitioner
BCOE Institutional Standards & Outcome Statements
Approval: DAC 4/21/08; All College Meeting *5/1/08*

R1: Reflective practice is *Reasoned.*
Candidates exercise rational judgment and give thoughtful consideration to their professional activities and decisions.

Outcomes:
A. Candidates use research, theory, and wisdom of practice to inform their pedagogy.
B. Candidates apply the appropriate knowledge of assessment and evaluation to their practice.
C. Candidates utilize evaluation results for evidence-based decision-making.
D. Candidates employ reflective professional judgment across all facets of their practice.

R2: Reflective practice is *Ethical.*
Candidates act in a moral, legal, and principled manner in professional practice.
Outcomes:
A. Candidates apply ethical and legal practices in performing their professional responsibilities.
B. Candidates demonstrate knowledge of education policies at the local, state and national level for instructional decision-making.
C. Candidates value and apply the professional code of conduct particular to their area.

R3: Reflective practice is *Fair.*
Candidates exercise democratic fairness, principled concern, and humane care in their professional activities.
Outcomes:
A. Candidates demonstrate professional, collaborative, and inclusive dispositions both in their field placements and within their courses.
B. Candidates foster inclusive environments, and respect the backgrounds of and beliefs held by their students or clients.
C. Candidates strive to meet the educational needs of all students or clients in a caring, non-discriminatory, and equitable manner.
D. Candidates collaborate with colleagues, families and communities to ensure that all students reach their potential.

R4: Reflective practice is *Logical.*
Candidates think analytically in a deliberately consistent and rationally defensible manner.
Outcomes:
A. Candidates think systematically and analytically about professional practice and professional decision-making.
B. Candidates appropriately apply knowledge of research to their professional practice.

R5: Reflective practice is *Effective.*
Candidates apply professional knowledge in a consciously purposeful and deliberate manner.
Outcomes:
A. Candidates are proficient in the procedures, techniques, and methods of their respective fields.
B. Candidates are proficient in the content of their respective fields.

R6: Reflective practice is *Critical.*
Candidates use professional knowledge, objectively applying it to their own professional actions and the professional actions of others to the benefit of their students and clients.
Outcomes:
A. Candidates evaluate their own effectiveness by giving attentive consideration to the positive growth of their students/clients.

B. Candidates assess the needs for professional development and actively engage in professional activities to expand their knowledge, experiences and relationships.

R7: Reflective practice is *Technical.*
Candidates attend to procedural details and optimize the use of technologies appropriate to professional practice.
Outcomes:
A. Candidates effectively and appropriately integrate various technologies into their work as teachers, counselors and administrators to maximize P12 student learning.
B. Candidates utilize technology to enhance their own professional development.

Task Stream (ALL Counseling Students):

All Counseling candidates will be required to purchase a Task Stream account to complete the "tasks" or "critical tasks" for each course. The Counseling graduate program is required to administer performance assessments of all counseling candidates in each course. This is essential documentation for the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Task Stream accounts can be purchased online at taskstream.com or through the YSU Bookstore for an additional fee.

Certain assessments in gate keeping courses may be designated as "Critical Task" Performance Assessments. Until mastery is demonstrated on a designated "Critical Task", the counseling candidate will not be permitted to pass through the pre-established gates associated with the Counseling program.

In this course, Student Affairs Functional Area Information Paper has been identified as the "Task" in COUN 7026. The completed assignment must be submitted through Task Stream by all Counseling students.

CACREP Standard	Levels/Criteria	Unsatisfactory	Satisfactory	Competent	Exemplary	Score/Level
Demonstrates an understanding of the history, philosophy, and trends in student affairs and college counseling (SA & CC - A.1)	Candidate demonstrates an understanding of the history, philosophy, and trends in student affairs and college counseling.	Candidate presents minimal, irrelevant or biased knowledge of the history, philosophy, and trends in student affairs and college counseling.	Candidate presents basic information and knowledge of the history, philosophy, and trends in student affairs and college counseling.	Candidate presents and analyzes a comprehensive amount of information and knowledge of the history, philosophy, and trends in student affairs and college counseling.	Candidate exceeds all expectations for critically analyzing the information and knowledge of the history, philosophy, and trends in student affairs and college counseling.	
Demonstrates an understanding of roles, functions, and settings of student affairs professionals and counselors working in	Candidate demonstrates an understanding of roles, functions, and settings of student affairs professionals and	Candidate displays inadequate or inaccurate understanding of roles, functions, and settings of student affairs	Candidate displays a basic understanding of roles, functions, and settings of student affairs	Candidate displays a thorough understanding of roles, functions, and settings of	Candidate exceeds all expectations for critically analyzing the information and knowledge of roles, functions, and settings of	

postsecondary education (SA & CC - A.4)	counselors working in postsecondary education.	professionals and counselors working in postsecondary education.	professionals and counselors working in postsecondary education.	student affairs professionals and counselors working in postsecondary education.	student affairs professionals and counselors working in postsecondary education.	
Demonstrates an understanding of professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling (SA & CC - A.5)	Candidate demonstrates an understanding of professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.	Candidate displays minimal, inadequate, or inaccurate knowledge regarding professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.	Candidate displays basic knowledge regarding professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.	Candidate displays a thorough understanding and knowledge regarding professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.	Candidate exceeds all expectations for critically analyzing the information regarding professional organizations, preparation standards, and credentials relevant to the practice of student affairs and college counseling.	
Demonstrates an understanding of current trends in higher education and the diverse character of postsecondary education environments (SA & CC - A.6)	Candidate demonstrates an understanding of current trends in higher education and the diverse character of postsecondary education environments.	Candidate displays a minimal, stereotypical, or irrelevant understanding of current trends in higher education and the diverse character of postsecondary education environments.	Candidate displays a basic understanding of current trends in higher education and the diverse character of postsecondary education environments.	Candidate displays a thorough understanding of current trends in higher education and the diverse character of postsecondary education environments.	Candidate exceeds all expectations for critically analyzing the information regarding current trends in higher education and the diverse character of postsecondary education environments.	
Demonstrates an understanding of strategies and leadership required for services encompassed by college student development in various functional areas in postsecondary education (SA & CC - A.9)	Candidate demonstrates an understanding of strategies and leadership required for services encompassed by college student development in various functional areas in postsecondary education.	Candidate displays minimal, stereotypical, or irrelevant understanding of strategies and leadership required for services encompassed by college student development in various functional areas in postsecondary education.	Candidate displays a basic understanding of strategies and leadership required for services encompassed by college student development in various functional areas in postsecondary education.	Candidate displays a thorough understanding of strategies and leadership required for services encompassed by college student development in various functional areas in postsecondary education.	Candidate exceeds all expectations for critically analyzing the information regarding strategies and leadership required for services encompassed by college student development in various functional areas in postsecondary education.	
Demonstrates an understanding of how to critically evaluate research relevant to the practice of student affairs and college counseling (SA & CC - I.1)	Candidate demonstrates an understanding of how to critically evaluate research relevant to the practice of student affairs and college counseling.	Candidate demonstrates an inadequate or minimal ability to evaluate research relevant to the practice of student affairs and college counseling.	Candidate demonstrates basic ability to evaluate research relevant to the practice of student affairs and college counseling.	Candidate displays critical and analytical research abilities to evaluate research relevant to the practice of student affairs and college counseling.	Candidate exceeds all expectations to critically evaluate research relevant to the practice of student affairs and college counseling.	

Instructional Methodologies:
A variety of approaches will be used including lectures, discussions, student presentations, guest speakers, group discussions, role-plays, and class activities. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. The course instructor will play an active role in providing students with feedback related to their counseling skills, and students are also expected to be active, interactive, and provide regular feedback to their peers about their basic counseling skills. Along with active participation in class discussions and activities, students will be expected to participate as demonstrated through regular attendance, completion of assignments by specified due dates, and participation in class discussions and activities.

Late assignments: will be reduced by *one letter grade per day late*. Participation is expected and rewarded in class. Come to class prepared to participate in class discussions, come ready with questions and comments.

Course Requirements

Assignment #1:

Student Affairs Mapping Inventory Report
The purpose of this assignment is to help you identify all of the resources upon which you could draw if you were a student affairs professional at a particular university. Select a university (not-YSU) and then identify all of the support resources (academic, career, and personal/social) that are provided to students at that university. Prepare this response in a professional manner as if you were presenting a copy to a new student / parents.

During the course of this assignment and within the body of your report you should address the following issues: List and provide a brief description of each service (including website), and the functional area it seems to be associate with. If possible, identify if the qualifications for individuals who are hired in that area.

Assignment #2:

Journal Article Critique (from recommended articles)
Submit one (**3 page**) journal article to critiques from the list of recommended articles listed in this syllabus. Your paper (including reference citation) must follow the guidelines as provided in the APA Style Manual (6th edition).

Assignment #3:

Interview
To complete this requirement, students will interview a student affairs professional (who works in an area where counseling type skills/interventions are frequently used) using as a guide, questions which ascertain the specific training and preparation, theoretical orientation, as well as roles and responsibilities of the interviewee. Following the interview, students will submit a **5**

page report summarizing the contents of this interview and share their findings with the class. (Note: It is recommended that this experience is NOT in a school where you currently are employed). During the course of your interview and within the body of your written and oral report you should address the following issues:

- Provide the student affairs professionals name, title, CAS functional area, university, location and phone number
- What kind of training and preparation did the individual receive?
- What kind of certification/licensure does the counselor hold?
- What additional training and preparation did the individual receive including staff development, professional conferences etc.?
- What kinds of direct student contact, counseling-related activities, and administrative (non-direct service to students) activities are included in the individual's daily routine?
- How does the individual balance their time with students? (direct service vs. non-direct)
- How does the individual address multicultural issues within their functional area?
- What is the individual's preferred modality of interpersonal interaction with students and how do they encourage student to make changes or take action?
- How or in what ways does the individual collaborate with personnel in other student affairs functional areas?
- In what professional organizations is the individual involved?
- What social outlets do the individual use to balance job related rigors?
- Your personal reactions to this interview?

Assignment #4:

Shadowing Experience
During the semester, each student will be required to do at least twenty (20) hours of shadowing of 1 or 2 individuals working in student affairs functional areas during the semester. (Note: It is recommended that some of the hours for this experience are not in the setting where you currently are employed). After the shadowing experience, the student is required to complete a brief **3 page** reflection paper and a documentation of experience form.

Assignment #5:

Student Affairs Functional Area Information Paper
Select a student affairs functional area and write a **10 page** paper detailing the area. Select a functional area that is more closely aligned with counseling / direct service to students, rather than administrative duties. Visit that site (only one student may visit a particular site – CHECK with the Instructor). Visit the functional area to obtain information and you may also gather additional information online. You may use the same site that you conducted the interview. During the course of your interview and within the body of your written and oral report you should address the following issues:

(1) Provide the name of the student affairs area, employees, location, phone number, and website.

(2) What function area would this student affairs are be categorized within.

(3) Provide specific characteristics of the institutional setting and functional area. You need to provide your colleagues with an understanding of institutional differences (size, affiliation, and mission, etc.) and their influence on student affairs programs and practice. What are the characteristics that contribute to the uniqueness of the campus setting (size, affiliation, mission, location, faculty, curriculum, students, costs, etc.)? What the institution's values are as expressed through its mission? How does it structurally organize itself to realize those values? What is its relationship to the community? What are its constituent groups (i.e., administrators, faculty, alumni, and most importantly students) like? Discuss the role of student affairs on the campus.

(4) Identifying the unique qualities of their functional area:
What are the goals of the area? What is the purpose of the functional area as it relates specifically to that campus? What is its role within student affairs? Who are the students it serves? What programs and services appear innovative or most effective? What are the current issues confronting practitioners in this functional area? What services / interventions does the area provide for students at the university? (e.g., direct service / contact with students vs. non-direct service, paperwork) Describe the programming services available to the university? How are referrals made to this student affairs area? How or in what ways does the student affairs area collaborate with other student affairs professionals? In what ways is diversity present on the campus? (Think broadly in terms of race, ethnicity, gender, sexual orientation, age, enrollment status, etc.) How has this specific student affairs area address multicultural areas? How is technology used in the functional area(s) in assisting them with their purpose and services?

(5) Critique: Questions to consider in developing your critiques include: What recommendations or suggestions would you offer the staff or the director of your area? What challenges do you foresee with the present programs/services? If you were the Senior Student Affairs Officer, how would your proceed in planning for the new academic year? What additional direct service / counseling related interventions (e.g., individual meetings with students, groups, assessment, workshops) could be added into this student affairs area to promote the academic, career or personal/social development of students? What are your personal reactions to this student affairs area? Be sure to ground your assumptions and critique in what you've learned in both the literature and at the particular campus you have been assigned to for this project.

(6) Handouts: Audio/Visual Enhancements: You are expected to provide supporting documentation in the form of handouts. At a minimum, your handouts must include:
a) An outline of the presentation
b) Mission statements (institutional and student affairs and /or student affairs and the functional area OR institutional and the functional area)
c) A comprehensive reference list that must include at least 5 references (that are relatively current) in addition to your text.
d) A brief example of an issue in the area covered by *The Chronicle of Higher Education*, professional association, or journal, and

e) A job announcement for an entry-level position in that area.

All handouts must conform (when appropriate) to APA style guidelines (6th edition). In addition, it is important to ensure that handouts look professional and are well documented.

Grade Evaluation

Assignment #1	10 Points
Assignment #2	10 Points
Assignment #3	20 Points
Assignment #4	20 Points
Assignment #5	40 Points
Midterm Exam	30 Points
Final Exam	30 Points
Class Participation	40 Points

Total   **200 Points**

A = 200-180   **B = 179-160**

C = 159-140   **D = 139-120**   **F = 119-100**

Tentative Course Schedule

Week	Date	Topic	Readings	Assignment
1	8/27/13	• Overview of Course / Syllabus • Counseling Identity • Library Resources	Saginak (2010) & CAS	
2	9/3/13	• Academic Advising • History of Student Affairs Admin. I	Chapters 1 & 4 (Rentz) & CAS Kuhn (2006) Kadar (2001)	
3	9/10/13	• Career Services • History of Student Affairs Admin. II	Chapters 2 & 5 (Rentz) & CAS Hinkelman (2007)	**Assignment #1**
4	9/17/13	• Counseling Centers • Alcohol, Tobacco & Other Drug Programs	Chapter 6 (Rentz) & CAS Much (2010)	
5	9/24/13	• Residence Halls	Chapter 10 (Rentz) & CAS Dillon (2003)	
6	10/1/13	• Student Conduct	Chapter 7 (Rentz) & CAS Kiracofe (2009)	**Assignment #2**
7	10/813	• Multicultural Affairs • LGBT, International Students, Women Programming	Chapter 8 (Rentz) & CAS	
8	10/15/13	**ACES Conference (No Class)**		
9	10/22/13	**Midterm**		
10	10/29/13	• Learning Assistance & TRIO • Disability Services	CAS	**Assignment #3**
11	11/5/13	• Admission and Enrollment • Orientation • Registrar	Chapters 3 & 9 (Rentz) CAS NACAC (1990)	
12	11/12/13	• Student Activities • Campus Activities • Rec Sports	Chapter 11 (Rentz) & CAS	
13	11/19/13	• Other Student Affairs Areas (Adult Leader, Religious & Spiritual Programming, College Union, College Honor Societies, Financial Aid, Student Health, Student Leadership)	Chapters 12 & 13 (Rentz) CAS	
14	11/26/13	• Other Student Affairs Areas	CAS	**Assignment #4**

		(Assessment, Auxiliary, Commuter, Conf. Events, Dining, Distance Ed., Ed. Abroad, Grad Studies, Internship, Undergrad Research)		**Presentations**
15	12/3/13	• Current Issues and competencies	Chapter 14 (Rentz) Waple (2006) Kuk (2007) Burkard (2005)	**Assignment #5 Presentations**
16	12/10/13	**Final Exam**		

Course Polices

Academic Conduct: A student caught cheating on exams, submitting work of other students as your own or plagiarism result in a penalties ranging from an "F" on an assignment to expulsion, depending on the seriousness of the offense. Please review department plagiarism policy for more detail.

Attendance: It is important that you attend class as much of the learning that occurs is facilitated through class discussions. Your contribution in class discussion greatly contributes to your learning processes as well as your classmates' learning. It is understood that emergency situations may develop and you may miss a class. If you miss more than one (1) class, you will be expected to provide an appropriate excuse (e.g., medical excuse from a medical doctor; proof that you attended a funeral of a close relative). If you miss more than one (1) class and do not have data to substantiate your missed class, your final grade will be dropped one (1) letter grade for each class missed. If you miss more than TWO classes (even with an appropriate excuse), you will fail the course.

Class Punctuality: Class will begin promptly and you are expected to arrive on time. If you miss more than 15 minutes of class (i.e., you are late to class, or leave early), this will be counted as a missed class. It is your responsibility to meet with the instructor or classmates to learn about the content of the missed class. You may want to check your schedule for any employment or personal conflicts that would prohibit you from participating fully in this class. * Students who are consistently late at the beginning of class or returning from breaks will receive points deduced from their grade.

Course Evaluation: You will have the opportunity to evaluate the course and the instructor.

Counseling Services: If you experience any personal discomfort, confusion, or distress during the course of the semester, you do not have to face those issues along. You are encouraged to contact one of the campus (330-941-3257) or community agencies available to you. Often at no or reduced cost they can provide counseling, support and appropriate referral.

Instructional Methodologies: To address the varied learning needs of students, this course will involve instructional methods appropriate for visual, auditory, kinesthetic learners. Some lecture format including occasional power point presentations and the use of video clips will be utilized. Additionally, students will be expected to engage in interactive classroom discussions, role-plays, and small group work (e.g., cases, projects, discussion). Internet resources will also be used to facilitate student learning. Student presentations will also comprise a short portion of each class. Readings from the text and journal articles will also be required. Students will be expected to participate by regular attendance, completion of assignments on due dates, and participation in class discussions and activities. Participation is expected and rewarded in class. Come to class prepared to participate in class discussions and activities.

Late Assignments: Assignments will be reduced by 10 (%) percentage points (one letter grade) for that particular assignment for each week the assignment is submitted late.

Participation: Participation and attendance are essential components of this class. Students are expected to come to class fully prepared, and actively participate in class activities and discussions. During class, students will be provided with opportunities for dialogue, questions, and interactions related to the class material. Students will be free to share personal thoughts, feelings, and opinions regarding in class topics. Consequently, students are required to demonstrate respect for others. Points will be deducted from the student's grade if he/she does not demonstrate the professionalism and preparedness that is necessary within a counseling environment. You must also demonstrate reflectivity – reflectivity in relation to your work with clients and in relation to who you are as a person. Reflectivity is a critical part of becoming a professional counselor, and a lack of reflectivity will impact your final grade and may impede you from progressing in the program. Students enrolled in this course will be evaluated based upon the quality and satisfactory completion of all course requirements. To achieve the above objectives, a variety of approaches will be used including lectures, role- plays, and in class activities. Lectures will not necessarily cover material from the texts. However, you will be responsible for knowing textbook material. Class participation includes regular attendance, preparation for class and engaging in class activities

Students with Disabilities: In accordance with University procedures, if you have a documented disability and require accommodations to obtain equal access in this course; please contact me privately to discuss your specific needs. You must be registered with Disability Services, which is located at Wick House, and provide a letter of accommodation to verify your eligibility. You can reach Disability Services at 330-941-1372.

YSU Counseling Program Statement: The Youngstown State University Counseling Program prepares students for careers as professional counselors, school counselors, or college student affairs professionals. The faculty is dedicated to providing a challenging and supportive environment in which students rights and responsibilities are respected. Students are continually assessed by faculty throughout the program and progress may be interrupted or terminated by failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training/education related requirements for self and others. In addition to academic competence, the counselor education curriculum requires students to be aware of their own affective and cognitive development, be open to personal growth and change, and be willing to present themselves in an open manner. Awareness of the needs of others and acceptance of human rights is paramount.

YSU CUE-Mail (Common University E-Mail): Each student at YSU has access to an individual e-mail account through the university e-mail system. This e-mail account may be accessed according to the instructions on the attached sheet. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members. Students will be held responsible for accessing any e-mail sent out for this course. The e-mail system is also very helpful for maintaining communication between the instructor and students. This may be an especially convenient resource for those students who find it difficult to make appointments or to come into the instructor's office during the regular posted walk-in hours.

Writing and Group Presentation Policy: Presentations and projects should reflect the quality of a professional in the counseling profession. This includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points. The *APA Publication Manual* (see supplemental readings) will be the primary reference for issues of style (e.g., double spacing).

Technology Fees: The technology fees for this course are applied to help pay for the use of the various forms of technology that are used to increase the quay of your clinical experience (i.e., bug-in-the-eye technology, etc.).

Technology Use During Class: lease turn off cell or smart phones during class. Messaging during class is not permitted. If you anticipate a potential emergency situation, consult with your instructor before class to determine an appropriate response. In-class Computer use is also restricted only to activities which directly relate to the class- i.e., taking in-class notes.

Dispositions: The following dispositions have been approved by the faculty of the Beeghly College of Education and the PEC as the values, commitments and professional ethics required of candidates in the BCOE professional preparation programs. *Collaborative:* Candidates who exhibit a collaborative nature demonstrate an ability to work with others, accept responsibility as required, respect different thoughts and opinions, and contribute to efforts to examine and enact productive solutions. Candidates exhibit these behaviors towards colleagues, school personnel, clinical personnel, students, and/or mentors. *Inclusive:* Candidates who exhibit an inclusive nature demonstrate respect, empathy, open-mindedness, flexibility in thought, and the ability to anticipate and understand diverse and/or conflicting views, ethnicities, exceptionalities, etc. *Professional:* Candidates who exhibit a professional nature demonstrate principled behaviors including ethical conduct, knowledge, respect, confidence, appropriateness in the context of one's workplace; competence in translating knowledge into effective teaching/learning, counseling, and/or administrative practices and a propensity for both demonstrating and encouraging excellences in self and others.

Problematic Behaviors: The Candidate Performance Alert form is completed when a concern is raised about a candidate's performance during any class, sponsored activity by the Beeghly College of Education or during a YSU required field or clinical experience. This form may be used when a candidate engages in conduct, irrespective of its time or location, which raises substantial questions about the candidate's ability to perform his or her role as a professional. The purpose of the alert process is to identify candidate performance or conduct that fails to satisfy professional expectations associated with *professionalism, inclusivity, and collaboration* determined by the BCOE faculty as necessary standards to effectively serve all student or clients.

Instructors are strongly encouraged to address inappropriate behavior privately with students. Instructors should document this conversation utilizing a Candidate Performance Alert form. A copy of this form should be given to the student and the original should be sent to the Counseling Program Coordinator. The Candidate Performance Alert form will be placed in the students file.

If the classroom issue is serious or repetitive, the core counseling faculty will discuss whether a Professional Development Plan will be created for the student to remediate the issue.