

EST. 1890



## EDHE 5110 Foundations of Student Development Administration

College of Education – Department of Counseling & Higher Education Program

Fall 2020 Course Syllabus (Online)

Asynchronous meetings every other Wednesday at 4 pm

**Instructor:** Uyen (“win”) Tran-Parsons, Ph.D. (she/her)

Principal Lecturer

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Office Hours: MW; 12-3 pm

Office Location: Matthews Hall 214

940.565.4873 (office)

\*Please leave a voicemail, or email for an appointment

**Graduate Assistant:** Mallory Moore (she/her)

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\*Please email for an appointment

Course Zoom Meetings: <https://unt.zoom.us/j/93116602416>

Meeting ID: 931 1660 2416

### What is this course all about?

**Prerequisite:** Admission into the HE Program

**Credits:** 3 hours

The primary goal of this course is to provide a broad foundation of knowledge upon which student affairs practitioner skills and research strategies can be built. A secondary goal is to provide a foundation for the study of student development theory as it relates to the practice and study of higher education administration. The design of this course is to be less content focused and more about student learning. Students should plan to be engaged in the learning process, actively participating in classroom activities and discussions and reflecting upon course content in assistantships, practicums, internships, and/or other higher education experiences.

### Course Objectives (CO)

At the end of the course, students will be able to...

CO1: Identify the historical and philosophical influences and organizational structures that have guided the evolution of the student affairs profession

CO2: Define and describe the purpose, organization, roles, and functions of student affairs and its relationship to the academic community

CO3: Define and describe student development theories pertinent to the student affairs profession

CO4: Analyze and critique student development theory and its relation to issues of concern to the student affairs and higher education professional

CO5: Reflect on and analyze one's own development in relation to theory

CO6: Develop skills of analysis, synthesis, and communication concerning issues pertinent to college students.

### WHAT BOOKS AND OTHER MATERIALS WILL I NEED?

#### Required Text

Patton, L.D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice*. (3rd ed.). Jossey-Bass. (e-book available through library)

Other readings as assigned via UNT Library (library.unt.edu)

[Course Reserves](#): Use your UNT EUID and Password + Course Password **5110F20** to log in

#### Recommended Text

American Psychological Association (2019). *Publication manual of the American Psychological Association*, (7<sup>th</sup> ed.).

#### Student Services

The University of North Texas provides numerous student services to help you be successful in and outside of the classroom. I encourage you to reach out to me or others professionals on campus if you need help - whether related to academics or personal matters. Below are a few academic resources that I believe will be particularly helpful with this course:

Writing Lab	<p><a href="#">Writing Lab</a> tutors will provide feedback on papers as well as teach you important common writing errors. Graduate students may receive up to 1 hour of one-on-one tutoring (face-to-face or online) per day.</p> <p>**Please note that midterms and the end of the semester are the Writing Labs busiest times. If utilizing their services during this time, anticipate an extra four to five days before receiving feedback.</p>
Willis Library and their Librarians	<p><a href="#">Willis Library</a> provides access to important academic books, journals, and magazines needed for this class. <a href="#">Distance learners</a> may have library owned materials delivered at no charge.</p>

	The College of Education Library Liaison is Jo Monahan (Jo.Monahan@unt.edu). I <b>highly recommend</b> making an appointment with her within the first month of school. She can teach you how to quickly find research materials needed for assignments in the course.
Tutors and Academic Coaching	<p><a href="#">The Learning Center</a> offers numerous academic support services - most useful for this course would be Academic Coaching, Tutoring (available online!), and Speed Reading.</p> <p>The Learning Center is located in Sage Hall Room 170, or call 940-369-7006 to sign-up for their services.</p>
Counseling	<p>It is important to pay attention to your mental health - especially during stressful or trying times in your life (hello - grad school?). <a href="#">Counseling and Testing Services</a> offers FREE confidential individual and group counseling. Visit their office in Chestnut Hall Suite 311, or call 940-565-2741 to set up an appointment.</p> <p>The <a href="#">UNT Psychology Clinic</a> offers therapy (individual, group, marriage, family) and psychiatric evaluations to the public. Services are not free but determined based on a sliding scale. Sessions will be offered through telehealth services during the COVID-19 pandemic.</p>

### How is the Course Organized?

#### Canvas Modules

Although a specific class day is not assigned for the course, modules **begin and end on Wednesday at 4 pm**. Assignments will be submitted also by 4 pm on the assigned Wednesday.

This course is organized into nine modules on Canvas. These modules should be reviewed and completed in order. Assignments and activities are numbered sequentially, identified within each module, and located in folders identified in the left-hand navigation panel. In addition to Canvas, other software and websites that may be utilized to help facilitate course discussion will be as Zoom, Google Drive, and Google Slides. Usage of these programs and websites are free to use and do not require a personal account (although personal accounts may be useful for referring to materials again at a later date).

This course has a great deal of reading each week. You are encouraged to make every effort to manage your time wisely, even working ahead of schedule on readings and assignments if needed. Weekly readings should be completed prior to beginning weekly assignments.

#### Announcements

New information, reminders, and updates will be posted in the “Announcements” section of Canvas. Please make it a point to check for new announcements each week.

### **Communication with the Instructor**

To contact the instructor or graduate assistant, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. We will provide feedback on most assignments within one week of the due date. Grades will be posted through the Canvas “Grades” section.

### **Class Recordings & Student Likenesses**

Five synchronous sessions will be offered over the course of the semester. We will spend the time together discussing the week’s topic and analyzing case studies. Synchronous (live) sessions will be partially recorded to be viewed at a later date throughout the semester. Attendance for each synchronous session is recommended, but not required.

Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### **Course Grades and Assignments**

<b>Assignment</b>	<b>Point Value</b>	<b>Percentage of Overall Grade</b>
Group Discussions (4 total)	(100 points each) 400 points total	25%
Development Journal (4 total)	(100 points each) 400 points total	25%
Knowledge Assessment pt. 1 & pt. 2	(50 points each) 100 points total	15%
Midterm: Case Study	100 points	10%
Final Paper	100 points	25%
<b>TOTAL</b>	1200 points	100%

### **Grade Scale**

- A 90-100%
- B 80-90%
- C 70-79%
- <69% see instructor

## **Assignment Policy**

Official due dates for each assignment can be found in the “Course Schedule” beginning on page 6 of the syllabus. Assignments should be submitted as a Word Document (.doc) and uploaded to the corresponding link provided in Canvas. The Final Paper will be uploaded to a Turnitin link and a similarity report will be provided to you immediately after submitting the assignment.

## **Late Assignments**

All assignments are due by 4 pm on the assigned date with the exception of the final exam. Assignments submitted after the due date will receive a deduction of full letter grade or more. An assignment that is up to one week past due will receive a grade no higher than a ‘B’, up to two weeks past due will receive no higher than a ‘C’, and so on. *Late submissions of the final exam will not be accepted; students will receive an automatic final exam grade of zero.*

If you need to discuss turning in an assignment past the due date, it is your responsibility to contact the instructors at least 24 hours in advance of the assignment being due.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940-565-2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with you to resolve any issues at the earliest possible time.

## COURSE SCHEDULE

(Course Content and Schedule Subject to Change)

Week	Date	Topic and Reading	What's due by the end of the week?
1	8/26 <b>Zoom at 4 pm</b>	<b>Module 1: Course Introduction</b> <ul style="list-style-type: none"> <li>• Review the syllabus</li> <li>• Introduce yourself to the class</li> <li>• Complete the Knowledge Assessment Pt. 1 before working on Module 2</li> </ul>	Individual Introductions + Knowledge Assessment Pt. 1 (due 9/2 at 4 pm)
2	9/2	<b>Module 2: Introduction to Student Development Theory</b> SDIC, Ch. 1 Dorn, C. (2017, August 1). <i>What is college good for? (Hint: More than just a job)</i> . Chronicle of Higher Education. <a href="https://www.chronicle.com/article/what-is-college-good-for-hint-more-than-just-a-job/">https://www.chronicle.com/article/what-is-college-good-for-hint-more-than-just-a-job/</a>	Development Journal #1 (due 9/9 @ 4 pm)
3	9/9 <b>Zoom at 4 pm</b>	<b>Module 3: Understanding and Using Student Development Theory</b> SDIC Ch. 2-3 Strange, C. (1999). Student development: The evolution and status of an essential idea. <i>Journal of College Student Development</i> , 40(5), 570.	Group Discussion #1 (due 9/16 @ 4 pm)
4	9/16	<b>Module 4: General Identity Development Theories</b> SDIC Ch. 13 Psychosocial Identity Development SDIC Ch. 14 Epistemological and Intellectual Development Abes, E.S., Jones, S. R. and McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. <i>Journal of College Student Development</i> , 48(1) 1-2.	Group Discussion #2 (due 9/23 @ 4 pm)

5	9/23 Zoom at 4 pm	<p><b>Module 5: Student Affairs/Development/Services Structures</b></p> <p>*Obtain an organizational chart &amp; mission statement of a student affairs division.</p> <p>Kuk, L. (2009). <i>The dynamics of organizational models within student affairs</i>. In McClellan, G. S., &amp; Stringer, J. (Eds.), <i>The handbook of student affairs administration</i> (pp. 313-332). San Francisco: Jossey-Bass.</p> <p>**This reading is available through <a href="#">Course Reserve</a>. Use your EUID, password, and course password 5110F20.</p>	Development Journal #2 (due 9/30 @ 4 pm)
6	9/30	<p><b>Module 6: Intellectual and Ethical Development</b></p> <p>SDIC Ch. 15 Moral Development</p> <p>Brown, S.C. (2004). Learning across the campus: How college facilitates the development of wisdom. <i>Journal of College Student Development</i>, 45(2), 134-148.</p>	
7	10/7 Zoom at 4 pm	<p><b>Module 6 continued: Self-Authorship</b></p> <p>SDIC Ch. 16 Development of Self-Authorship</p>	Development Journal #3 (due 10/14 @ 4 pm)
8	10/14	<b>Mid-Term Exam - No Class Meeting</b>	Mid-Term (due by 10/21 @ 4 pm)
9	10/21 Zoom at 4 pm	<p><b>Module 7: Social Identity Development</b></p> <p>SDIC Ch. 4 Social Identity: Concepts and Overview (Including Introduction to Part Two)</p> <p>SDIC Ch. 11 Social Class and Identity</p>	
10	10/28	<p><b>Module 7: Social Identity Development, continued</b></p> <p>SDIC Ch. 5 Race Identity Development</p> <p>SDIC Ch. 6 Ethnic Identity Development and Acculturation</p>	

11	11/4 <b>Zoom at 4 pm</b>	<p><b>Module 7: Social Identity Development, continued</b></p> <p>SDIC Ch. 7 Sexual Identity Development SDIC Ch. 8 Gender and Gender Identity Development</p> <p>Worthington, R. L., Savoy, H. Dillon, F. R. &amp; Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and group identity. <i>The Counseling Psychologist, 30</i>, 496-531.</p>	Group Discussion #3 (due by 11/11 @ 4 pm)
12	11/11	<p><b>Module 8: Spirituality and Faith</b></p> <p>SDIC Ch. 9 Development of Faith and Spirituality.</p> <p>Astin, A. W. Astin, H. S., &amp; Lindholm, J. A. (2011). Assessing students' spiritual and religious qualities. <i>Journal of College Student Development, 52</i>, 39-61.</p>	Group Discussion #4 (due by 11/18 @ 4 pm)
13	11/18 <b>No Zoom Meeting</b>	<p><b>Module 9: Identity Across the Lifespan; Reflecting on Theory to Practice</b></p> <p>Baxter-Magolda, M. B. (2008). Three elements of Self Authorship. <i>Journal of College Student Development, 49</i>(4), 269-284.</p> <p>SDIC Ch. 18 Implications and Future Directions for Practice, Research, and Theory Development</p>	Development Journal #4 (due by 11/25 at 4 pm)  Schedule 1-on-1 Mtg w/ Instructor for help with Final Paper (if needed)
14	11/25	<p><b>Writing Week</b></p> <p>No modules to complete this week. Work on finishing touches for the final paper.</p>	Knowledge Assessment Pt. 2 (due by 12/2 @ 4 pm)
15	<b>12/2</b>	<p><b>Last Class Day</b></p> <p>No Class Meeting</p>	Final Paper Due on 12/2 @ <b>11 pm</b>
16	12/9	<p><b>Finals Week</b></p> <p>No Class Meeting</p>	



## ASSIGNMENTS

### Knowledge Assessments

The Knowledge Assessment will allow me to understand how familiar you are with student development concepts and theories.

**Part 1** should be completed during the first week of the semester and prior to beginning any course readings. Do not worry if you are unfamiliar with the concepts. Simply be honest in your rankings and answers. Access the assessment using the link in Canvas.

**Part 2** will be completed at the end of the semester during week 14. The same concepts will be covered in Part 2 as seen in Part 1. Answer each question to the best of your ability without referring to the textbook. Access the assessment using the link in Canvas.

### Group Discussions

**Length:** minimum 100 words; typically 2-3 paragraphs per post

The entire class will be divided into small groups. Look for your name and group placement under the “Discussion” section of Canvas. Each week a “Group Discussion” occurs, please read the directions carefully and respond as directed. Each discussion will include an individual post, and then at least 2 responses to the posts of other group members. It is recommended that you individually respond to the module questions by Sunday so that other group members can respond by Wednesday’s deadline.

To get the most out of this course, frequent interaction between student-instructor and student-student in the “Discussion” forum of Canvas is highly encouraged. Expressing your ideas and opinions about the course topics will make for a much more interesting environment! It is my hope we will work collaboratively to establish an environment where we all feel comfortable being candid about the topics and the materials covered.

If there are differences of opinion, I expect that we will explore them in a framework of mutual respect, observing rules of common courtesy. This should not dissuade you from taking an occasional risk. The modern American educational system seems to reward convention and conformity. Risk-taking is sometimes devalued. Feel free to take an informed risk with an opinion, a conceptual framework, or an idea you want to pursue.

### Individual Development Journal

**Length per journal entry:** 2 to 4 pages, double-spaced

Student development theory will be one of the main tools utilized to help you understand how students grow and change. As a future higher education professional, you will assist hundreds of students to critically think about who they are, and what they want for their future. We will use your individual journeys as practice to begin applying theory to real world situations.

Throughout the semester, you will maintain an individual development journal to examine your own life experiences alongside several of the course topics. The journal may be created as a Word document, a Google Doc, or blog. Please select a format that you are already comfortable utilizing. Individual Development Journals may be written in first or third person. See journal details within each module.

- Development Journal #1 (module 2) due 9/9: Your college journey
- Development Journal #2 (module 5) due 9/23: Organizational models in student affairs
- Development Journal #3 (module 6) due 10/14: Self-Authorship and academic choices
- Development Journal #4 (module 9) due 11/25: Future of student development theory

If submitting a Word document, save the assignment as <LastName Journal#> and upload to the link in Canvas. If submitting a Google Doc or blog, provide the web address in the assignment link.

### **Final Paper**

**Length:** 8-10 pages (excluding title page and references)

The purpose of this paper is to formally write about your journey through the lens of student development theories. This paper should be structured by themes you identify from the theories related to your college narrative. Review your individual development journal to help complete the following:

1. Identify critical points in your college development psychologically, socially, cognitively, etc. You likely will have discussed some of this in your journal, but will want to add more detailed information that sheds light on the significance of your collegiate experiences.
2. Identify 2-4 theories that apply to your development as a college student. One Psychosocial Identity Development theory or Moral Development theory must be included. Discuss the relationship between your development and the theories. Be clear and concise as possible. Provide strong rationale for the points you are making.
3. Provide strengths, critiques, and limitations about each theory. Your personal journey may not align perfectly with each theory. Describe in detail *why* there are limitations to the theory.
4. Refer to the theories using proper APA citations and references.
5. Reflecting on what you have learned about student development theories, and linking your suggestions to the specific theories/themes addressed in this paper, what recommendations would you make to student affairs educators about how to best guide a college student's development?

A minimum of four scholarly references (excluding the textbook) should be utilized for the assignment. Save the assignment as <LastName SDTFinal> and upload to Canvas.

\*Taken From Tillapaugh, D. (2012, Fall). HED 561 Student Development in Higher Education, University of Maine, Orono, ME. Retrieved from ACPA Syllabus Clearinghouse, Washington, DC.

## **SYLLABUS ADDENDUM**

### **Succeed at UNT:**

Show Up - Find Support - Take Control - Be Prepared - Get Involved - Be Persistent

### **Academic Integrity and Academic Misconduct**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of "F" in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

### **Disability Accommodation**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Please email documentation to [Apply.ODA@unt.edu](mailto:Apply.ODA@unt.edu) or upload documentation via [AIM Student Portal](#) Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at <http://www.unt.edu/oda> You may also contact them by phone at 940.565.4323.

### **EagleConnect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important

announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

### **Food & Shelter Insecurity**

Any student is experiencing difficulty affording groceries or accessing food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Furthermore, please notify the professor if you are comfortable doing so. This will enable her to provide additional resources that she may possess.

### **Observation of Religious Holy Days**

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

### **Retention of Student Records**

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

### **Student Perceptions of Teaching (SPOT)**

Completion of an online students' perceptions of teaching is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider your completion of this online survey to be an important part of your participation in this class.

### **Sexual Discrimination, Harassment, & Assault**

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Esther Oppong is UNT's Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

### **Withdrawals and Incompletes**

Students sometimes have a need to withdraw from a class because of personal or academic reasons. [Click here for deadline dates](#).

Students who wish to receive a grade of "incomplete" for the course must work with the instructor to submit the appropriate paperwork to the Registrar's Office when 75% of the semester is over. Students must be passing the class in order to be eligible for an "incomplete".