

**EST. 1890**

**UNT**  
UNIVERSITY  
OF NORTH TEXAS

**Department of Counseling & Higher Education**  
**EDHE 6900.703/706: Special Problems**  
**Topic: Student Affairs Programming Administration**  
**Fall 2020 - Online via Canvas**

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Office Location: Matthews Hall 214  
Office Hours: WTh, 12-3 pm  
\*Please email for an appointment  
Meetings will be online via Zoom

**WHAT IS THIS COURSE ALL ABOUT?**

Credits: 3 hours

Principles and techniques of developing, analyzing, and administering student development programming to meet the needs of heterogeneous college student groups in the areas of academic, social, community and personal development in higher education. Applications pertain to both four-year and community college institutions.

**Expected Course Outcomes (CO)**

At the completion of this course, students will demonstrate the ability to...

1. Identify potential sources of information relevant to the design and administration of student development programs in higher education.
2. Describe the fundamental elements of successful program administration (context, goals, and plans) as they apply to both two-year and four-year colleges.
3. Identify issues and processes involved in conceptualizing, planning, implementing, and evaluating student development programs at both two-year and four-year colleges.
4. Construct a professional development plan appropriate for new student affairs professionals.
5. Create a conference workshop proposal and presentation appropriate for a regional or national student affairs conference.
6. Synthesize and integrate knowledge gained in this course to make informed administrative decisions and develop appropriate educational policies related to student affairs programming.
7. Identify challenges related to managing human and financial resources as related to student affairs programming.

8. Apply correct APA guidelines through each writing assignment.

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

Council for the Advancement of Standards in Higher Education. (2019). *CAS professional standards for higher education* (10th ed.). Washington, D.C.: Author.

\*This book is expensive. I recommend borrowing the book from a colleague or fellow Higher Education major who has already completed the course. Use of the 9th edition of the book is also acceptable for this class. If you have problems acquiring this book, please contact the instructors ASAP.

McClellan, G.S., Stringer, J., & Associates. (2016). *The handbook of student affairs administration* (4th ed.). San Francisco, CA: Jossey Bass.

\*Referred to as “McClellan” in the course schedule.

Additional readings will be available through the Willis Library at library.unt.edu. Use your UNT EUID and password for access.

**Recommended textbooks, but not required**

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

**Recommended 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 other 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:

<p>Writing Lab</p>	<p><a href="#">Writing Lab</a> tutors will provide feedback on papers as well as teach you important common writing errors. Appointments are recommended and may be obtained by emailing <a href="mailto:GradWriting@unt.edu">GradWriting@unt.edu</a>. Graduate students may receive up to 1 hour of one-on-one tutoring (face-to-face or online) per day.            **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>
<p>Willis Library and their Librarians</p>	<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.             The College of Education Library Liaison is Jo Monahan</p>

	(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 learn more about their online services.</p>
Counseling	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 website, or call 940-565-2741 to setup an appointment. TeleHealth appointments are also available.

## IMPORTANT COURSE POLICIES

### Course Communication

Important class changes will be posted in the “Announcements” section of Canvas. Unless you modify the settings, a copy of the announcement will automatically be emailed to your myUNT email address.

To contact the professor, please email or call using the contact information provided at the top of the syllabus. Inquiries will receive a response within 24 hours. Prior to contacting me, please do your due diligence to find the answer to your question either by consulting with your classmates or reading through the syllabus.

### Emergency Technology Plan

In order to complete this online course, students will have to depend on access to technology (especially a reliable internet connection). I understand that due to extenuating circumstances, there may be times where internet connection or access to technology may become challenges (examples: bad weather results in a power outage; financial challenges result in loss of internet access). I ask that each person create an emergency technology plan that can serve as a backup plan when extenuating circumstances arise. Please consider saving your work in multiple locations (such as your personal computer and Google Drive) and identifying a location near your home that has reliable public WiFi.

### Grading Policy

Feedback and grades on assignments will typically be provided 7-14 days after the due date. An announcement will be posted to Canvas if turnaround time will be longer. Grades will be posted through the Canvas “Grades” section.

## **Incomplete**

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 receive an incomplete. Any incomplete that is not resolved within one year will automatically be changed to a “F”.

## **Late Assignments**

Please see the course schedule for the name and due date for every assignment. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on. **Assignments past due more than three weeks will not be accepted. Late submissions of the end of the semester essay will not be accepted unless discussed with the professor;** students will receive an automatic grade of zero on the assignment.

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.

## **HOW YOU WILL DEMONSTRATE LEARNING**

*All written assignments should be completed in a Word document and adhere to APA standards (unless advised otherwise by the instructor). Include your name on each assignment. Please use Times News Roman or Arial, 12-pt. font, 1” margins, double-spacing.*

### **Role of Student Affairs: Reflection Paper**

**Page Length:** 2-4 pages, double-spaced; cover page not required

Before you begin to engage with the content in this course, please spend some time reflecting on what you believe students should get out of college. Why should anyone go to college? What should they learn? Why is college worth it? After spending time reflecting, write a reflection essay that answers the following questions:

- What knowledge, awareness, and skills do you believe students should gain during their time in college? Be specific - what should students know; what should students be aware of; what skills should students have?
- What role does student affairs play in helping students achieve the aforementioned knowledge, awareness, and skills? Be specific - in what ways does/should student affairs offices (ex: student activities, multicultural affairs, orientation, residential life, advising, etc.) assist students in achieving the aforementioned knowledge, awareness, and skills.

### **Competencies: Strengths and Areas for Growth**

**Discussion Post:** minimum 150 words

NASPA and ACPA are the two largest student affairs professional associations for student affairs. Together, they have compiled a “common set of professional competency areas” (p.4) all student affairs professionals should know.

Read the “NASPA and ACPA Professional Competency Areas for Student Affairs Educators”. Select 2 competency areas to focus on for this assignment. Critique and explain in detail your current competency level (foundational, intermediate, or advanced). Next, discuss what steps you can take in the next month, 6 months, and 1 year to increase your understanding of the competency and potentially move to the next level.

### **Functional Area Essays**

**Page Length:** 5-8 pages excluding cover page and references, double-spaced. Use APA format.

The purpose of this assignment is to delve deeper into specific functional area essays in order to understand how they function and serve students. You will also understand the professional competencies that professionals in these areas need in order to be effective. There are three opportunities for you to complete functional area essays.

For each essay, you will first identify a functional area. I have grouped the CAS functional areas into five categories (see Appendix A): 1) Student-Facing Functional Areas; 2) Identity-Bases or Targeted-Population Functional Areas; 3) Academic Support Functional Areas; 4) Community-Facing Functional Areas; and 5) Auxiliary Functional Areas. Please pay attention to the module within Canvas, as it will outline the functional area options for each essay. I encourage you to select a functional area that you have an interest in.

Once you identify your functional area, begin working on your essay which should be divided into three parts:

1. **Provide an overview of the functional area (1-2 pages).** You’ll see in each area in the CAS textbook that there is an overview of each functional area as well as articles listed - this is a good place to start. However, you can also use the UNT online library to find additional sources, if needed. Please summarize the functional area in your own words.
2. **Find and summarize two peer-reviewed research articles related to this functional area (2-3 pages).** You’ll need to search and find two articles using the UNT online library. Please ensure that the articles are recent (published within the last six years) and are research articles (to know if your article is a research article, you should be able to identify research questions, methods, and findings within the article; if the article you found is missing those items, it is likely a conceptual article rather than a research article).
3. **Identify and research one office or unit related to this functional area (2-3 pages).** Now that you have learned more about the functional area, identify one office or unit within your selected functional area at any 2- or 4-year institution in the United States (ex: if you’ve selected Campus Activities Programs as your functional area, you might identify the Office of Student Involvement and Leadership at the University of New

Orleans). When you have identified an office or unit, engage in research using their website and social media pages to learn more. While you do this, please utilize the CAS Standards designated for that functional area. Pay particular attention to Parts 1, 2, 3, and 5 of the CAS Standards. Write about the office or unit (be sure to include the name of the institution in which it is housed) and, based on your observations of their website and social media pages, describe how they address Parts 1, 2, 3, and 5 of the CAS Standards.

### **Practice in Benchmarking**

**Page Length:** 4-6 pages; Written as an ~~Executive Report~~. **A conference proposal**

Benchmarking allows for systematic comparison of similar departments or units at peer and aspirational institutions. **You will be provided a hypothetical conference proposal (modeled after the ACPA Convention Proposal process) to respond which will include benchmarking of up to three institutions.** More information will be provided in Canvas.

### **End of Course Reflection Paper**

**Page Length:** 2-4 pages, double-spaced, cover page not needed

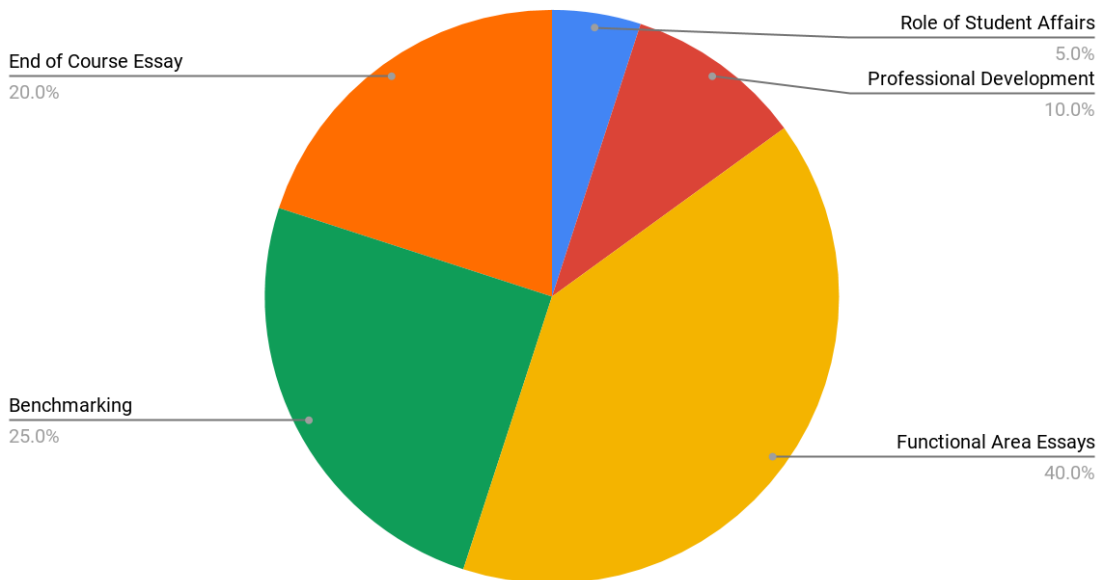
Each student will re-read their "Start of the Course Reflection Paper on the Role of Student Affairs" completed during the first week of the course. Re-answer the questions posed and write a *new*, detailed essay describing the knowledge, skills, and values you believe students should gain during their time as a student and the role of Student Affairs (in general terms) in assisting them. What has stayed the same from your original paper? What's changed?

Utilize information presented in the class including course textbooks to support your argument. Include citations and references in the paper.

## HOW YOUR COURSE GRADE WILL BE DETERMINED

Assignment	Point Value	Percentage of Overall Grade
Role of Student Affairs: Reflection Paper	100 points	5%
Competencies: Strengths and Areas for Growth (Discussion Board Post)	100 points	10%
Functional Area Essays (3 total)	(100 points each) 300 points total	40%
Practice in Benchmarking	100 points	25%
End of Course Essay	100 points	20%
<b>TOTAL</b>	<b>900 points</b>	<b>100%</b>

### Course Grades



**Grading Scale:** A = > 90% or higher      B = 80-89%      C = 70-79%  
 <69% see instructor

## COURSE SCHEDULE

All readings and due dates are subject to change. You are responsible for all readings and deadlines - even if they differ from this schedule.

Week of	Topic and Readings	Assignment (due at 10 am)
<b>MODULE 1</b>		
8/24	<p><b>Introduction and Course Overview</b></p> <p>McClellan, Ch. 1 *Please complete this week's assignments before beginning any of the readings.</p>	<p>Individual Introductions</p> <p>Reflection Essay: Role of Student Affairs (due 8/31)</p>
8/31 <span style="color: red;">Last day to drop a class online is 9/6</span>	<p><b>Historical Foundations and Institutional Missions</b></p> <p>McClellan, Chapters 2 &amp; 3 <a href="#">Introduction to CAS General Standards</a></p>	
9/7	<p><b>Professional Standards and Career Planning</b></p> <p>McClellan, Chapter 5 <a href="#">ACPA and NASPA Professional Competency Areas for Student Affairs Educators</a></p>	<p>Competencies - Strengths and Areas for Growth (due 9/14)</p>
<b>MODULE 2</b>		
9/14	<p><b>Accountability and Global Perspectives</b></p> <p>McClellan, Chapters 4 &amp; 6 Locke, B., Wallace, D., Brunner, J. (2016). <a href="#">Emerging issues and models in college mental health services</a>. <i>New Directions for Student Services</i>, 2016(156), 19-30.</p>	
9/21	<p><b>Theoretical Perspectives and Student Success</b></p> <p>McClellan, Chapter 8 &amp; 9 Jacoby, B. (2015). <a href="#">Enhancing commuter student success: What's theory got to do with it?</a> <i>New Directions for Student Services</i>, 150, 3-12. DOI: 10.1002/ss.20122 Lawton, J. (2018). <a href="#">Academic advising as a catalyst for equity</a>. <i>New Directions for Higher Education</i>, 2018(184), 33-43.</p>	



9/28	<b>Professional Expectations in the Profession</b> McClellan, Chapters 10 & 11 McShay, J. C. (2017). <a href="#">Engaging students at the intersections through Multicultural Centers: An application of the culturally engaging campus environment model.</a> <i>New Directions for Student Services</i> , 2017(157), 25-34.	Functional area essay #1: Academic-Support Functional Areas <b>or</b> Student-Facing Functional Areas (due 10/5)
10/5	<b>Professional Development</b> McClellan, Chapter 20	
<b>MODULE 3</b>		
10/12	<b>Supporting Students</b> McClellan, Chapters 13, 14, & 17 Waiwaiole, E. N., Bohlig, E. M., & Massey, K. J. (2016), <a href="#">Student success: Identifying high-impact practices.</a> <i>New Directions for Community Colleges</i> , 2016(175): 45–55. doi:10.1002/cc.20211	
10/19	<b>Organization and Administration</b> McClellan, Chapter 18 Pittman, J.S. (2012). <a href="#">Student services and auxiliary services.</a> <i>New Directions for Student Services</i> , 2012(137), 29-39. DOI: 10.1002/ss.20012	
10/26	<b>Working Week</b> No readings this week.	Functional area essay #2: Auxiliary Functional Areas <b>or</b> Identity-Based, Targeted-Population Functional Area (due 11/2)
11/2 Last day to drop a course	<b>Creating and Sustaining Partnerships</b> McClellan, Chapters 21, 22, & 23 Gulley, N. Y. (2017). <a href="#">Mission-driven collaboration between Academic and Student Affairs in community colleges.</a> <i>Journal of College Student Development</i> , 58(3), 463–468. HigherEdLive episode: The Ombuds Office - Building Partnerships with Student Affairs. <a href="https://www.youtube.com/watch?v=G58DDH1FcAI">https://www.youtube.com/watch?v=G58DDH1FcAI</a>	

<b>MODULE 4</b>		
<p>11/9</p> <p>First day an Incomplete may be requested</p>	<p><b>Managing Budgets, Risk, and Liability</b></p> <p>McClellan, Chapters 25, 26, &amp; 27            Jessup-Anger, J., Lopez, E., &amp; Koss, M. P. (2018). <a href="#">History of sexual violence in higher education</a>. <i>New Directions for Student Services</i>, 2018(161), 9-19.</p>	<p>Functional area essay #3:            Community-Facing Functional Areas (due 11/16)</p>
<p>11/16</p> <p>11/20 will be the last day to drop all courses</p>	<p><b>Communication and Crisis Management</b></p> <p>McClellan, Chapters 29 &amp; 30            Cisneros &amp; Valdivia (2017). Report on Undocumented Student Resource Centers.  <a href="https://cmsi.gse.rutgers.edu/sites/default/files/USRCs.pdf">https://cmsi.gse.rutgers.edu/sites/default/files/USRCs.pdf</a></p>	<p>Complete SPOT evaluations. A course specific link is emailed to each student.</p>
<p>11/23</p>	<p><b>Working Week</b></p> <p>No readings this week. Please complete Practice in Benchmarking (Mock Conference Proposal).</p>	<p>Practice in Benchmarking (due 11/30)</p>
<p>11/30</p>	<p><b>Working Week</b></p> <p>No readings this week. Please complete the End of Course Reflection Essay.</p>	<p>End of Course Essay: Role of Student Affairs Revisited (due 12/7)</p>
<p>12/7</p>	<p><b>Finals Week</b></p> <p>Last day to submit any late work is 12/11</p>	

**Appendix A**  
**CAS Standards (Categorized for the efficiency of this class)**

**Student-Facing Functional Areas**

Campus activities programs  
Career services  
Case management services  
College honor society programs  
Fraternity and sorority advising programs  
Housing and residential life programs  
Orientation programs  
Student conduct programs  
Student leadership programs  
Student media programs

**Identity-Based or Targeted-Population Functional Areas**

Disability resources and services  
Graduate and professional student programs and services  
International student programs and services  
Lesbian, gay, bisexual, transgender, queer+ programs and services  
Multicultural student programs and services  
Post-traditional and commuter student programs and services  
Transfer student programs and services  
Veterans and military-connected programs and services  
Women's and gender programs and services

**Academic Support Functional Areas**

Academic advising programs  
Civic engagement and service-learning programs  
Education abroad programs and services  
Internship programs  
Learning assistance programs  
Master's level student affairs professional preparation programs  
Testing programs and services  
TRIO and college access programs  
Undergraduate research programs

**Community-Facing Functional Areas**

Alcohol and drug programs  
Assessment services  
Campus information and visitor services  
Campus police and security programs  
Campus religious, secular, and spiritual programs

Financial aid programs  
Health promotion services  
Parent and family programs  
Registrar programs and services  
Sexual violence-related programs and services  
Undergraduate admissions programs and services

**Auxiliary Functional Areas**

Auxiliary services functional areas  
Clinical health services  
College unions  
Collegiate recreation programs  
Conference and event programs  
Counseling services  
Dining services programs

## **IMPORTANT UNIVERSITY POLICIES TO KNOW**

### **Succeed at UNT:**

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

### **Academic Integrity and Academic Dishonesty**

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 Access**

The University of North Texas makes reasonable academic accommodations 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. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. 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.

### **Emergency Notifications and Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### **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.

### **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. 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.

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

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be

made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via *IASystem* Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at [www.spot.unt.edu](http://www.spot.unt.edu) or email [spot@unt.edu](mailto:spot@unt.edu).

### **Food & Shelter Insecurity**

If 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, please contact the Dean of Students Office located on the 4th floor of the Union, Suite 409 or by calling 940-565-2648. Staff are readily available to help you acquire basic needs. Furthermore, please know that your instructors are always available to help if you feel uncomfortable going to the Dean of Students office by yourself.

The [UNT Food Pantry](#) is located on the first floor of Crumley Hall at 1621 W. Highland St., 76201. They are open Monday - Thursday from 10 am - 7 pm, and Friday 10 am - 5 pm. There is also a Food Pantry located at the Discovery Park campus, Room A160. They are open Monday - Friday, 8 am - 5 pm.