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 (on reserve at Willis Library)

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

Recommended Text

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:

<table>
<thead>
<tr>
<th>Writing Lab</th>
<th>Writing Lab tutors will provide feedback on papers as well as teach you important common writing errors. They are located in Sage Hall Room 150. 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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Willis Library and their Librarians</td>
<td>Willis Library provides access to important academic books, journals, and magazines needed for this class. Distance learners may have library owned materials delivered at no charge. The College of Education Library Liaison is Jo Monahan (<a href="mailto:Jo.Monahan@unt.edu">Jo.Monahan@unt.edu</a>). I highly recommend 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. Additionally, the library offers laptops for checkout, printing/scanning</td>
</tr>
</tbody>
</table>
| **Tutors and Academic Coaching** | The Learning Center offers numerous academic support services - most useful for this course would be Academic Coaching, Tutoring (available online!), and Speed Reading.

The Learning Center is located in Sage Hall Room 170, or call 940-369-7006 to learn more about their services. |
<table>
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<tr>
<td><strong>Counseling</strong></td>
<td>It is important to pay attention to your mental health - especially during stressful or trying times in your life (hello - grad school?). Counseling and Testing Services offers FREE confidential individual and group counseling. Visit their office in Chestnut Hall Suite 311, or call 940-565-2741 to setup an appointment.</td>
</tr>
</tbody>
</table>

**How is the Course Organized?**

**Canvas Modules**
Although a specific class day is not assigned for the course, modules begin and end on Monday at 10 am. Assignments will be submitted also by 10 am on the assigned Monday.

This course is organized into twelve 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 must 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.
### Course Grades and Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Scale</th>
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</thead>
<tbody>
<tr>
<td>Group Discussions (4 x 25 points)</td>
<td>100</td>
<td>A 325-450</td>
</tr>
<tr>
<td>Insights, Reflections, &amp; Analysis - IRA</td>
<td>25</td>
<td>B 295-324</td>
</tr>
<tr>
<td>Development Journal (4 x 25 points)</td>
<td>100</td>
<td>C 230-284</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>80</td>
<td>&lt;229 see instructor</td>
</tr>
<tr>
<td>Knowledge Assessment pt. 1</td>
<td>20</td>
<td></td>
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<tr>
<td>Knowledge Assessment pt. 2</td>
<td>25</td>
<td></td>
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<tr>
<td>Final Paper</td>
<td>100</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>450</strong></td>
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### Late Assignments

All assignments are due by 10 am 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.
# COURSE SCHEDULE
(Course Content and Schedule Subject to Change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Reading</th>
<th>What's due by the end of the week?</th>
</tr>
</thead>
</table>
| 1    | 8/26 | **Module 1: Course Introduction**  
Review the syllabus  
Introduce yourself to the class  
Complete the Knowledge Assessment Pt. 1 before working on Module 2 | Individual Introductions + Knowledge Assessment Pt. 1 20  
(due 9/3 at 10 am; Labor Day extension) |
| 2    | 9/2  | **Module 2: Intended Learning Outcomes of Higher Education**  
*Readings linked on Canvas*  
(due 9/10 @ 10 am; Labor Day extension) |
| 3    | 9/9  | **Module 3: Understanding and Using Student Development Theory**  
SDIC Part One, Ch. 1-3  
(due 9/16 @ 10 am) |
<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Description</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>9/16</td>
<td><strong>Module 4: General Identity Development Theories</strong>&lt;br&gt;SDIC Ch. 13 Psychosocial Identity Development&lt;br&gt;SDIC Ch. 14 Epistemological and Intellectual Development&lt;br&gt;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. <em>Journal of College Student Development, 48</em> (1) 1-2.</td>
<td>Group Discussion #2 (due 9/23 @ 10 am)</td>
</tr>
<tr>
<td>5</td>
<td>9/23</td>
<td><strong>Module 5: Student Affairs/Development/Services Structures</strong>&lt;br&gt;*Obtain an organizational chart &amp; mission statement of a student affairs division.</td>
<td>Development Journal #2 (due 9/30 @ 10 am)</td>
</tr>
<tr>
<td>7</td>
<td>10/7</td>
<td><strong>Module 7: Self-Authorship</strong>&lt;br&gt;SDIC Ch. 16 Development of Self-Authorship&lt;br&gt;*This week’s assignment covers readings in both module 6 and module 7.</td>
<td>Development Journal #3 (due 10/14 @ 10 am)</td>
</tr>
<tr>
<td>8</td>
<td>10/14</td>
<td><strong>Mid-Term Exam</strong></td>
<td>Mid-Term (due by 10/21 @ 10 am)</td>
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</table>
| 9 | 10/21 | **Module 8: Social Identity Development**<br>SDIC Ch. 4 Social Identity: Concepts and Overview (Including Introduction to Part Two)<br>SDIC Ch. 11 Social Class and Identity | }

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**Notes:**
- **Module 4** introduces theories of general identity development, focusing on psychosocial and intellectual development.
- **Module 5** explores student affairs and development structures, emphasizing the importance of organizational charts and mission statements.
- **Module 6** delves into intellectual and ethical development, highlighting the role of college in fostering wisdom.
- **Module 7** covers self-authorship, integrating readings on both module 6 and module 7.
- **Module 8** examines social identity, including concepts and an overview of social class and identity.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Module</th>
<th>SDIC Chapters/Authors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10/28</td>
<td><strong>Module 9: Race and Ethnic Identity Development Theories</strong>&lt;br&gt;SDIC Ch. 5 Race Identity Development&lt;br&gt;SDIC Ch. 6 Ethnic Identity Development and Acculturation&lt;br&gt;*This week’s assignment will address theories covered in module 8 and module 9.</td>
<td>IRA (due by 11/4 @ 10 am)</td>
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<tr>
<td>14</td>
<td>11/25</td>
<td><strong>Writing Week</strong>&lt;br&gt;No modules to complete this week.&lt;br&gt;Work on finishing touches for the final paper.</td>
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<tr>
<td>15</td>
<td>12/2</td>
<td><strong>Final Paper Due</strong></td>
<td>(due by 12/2 at 10 am)</td>
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</table>
Group Discussions
Length: minimum 100 words; typically 2-3 paragraphs per post
The entire class will be divided into two to three small groups. Look for your name and group placement under the “Discussion” section of Canvas. Each week a “Group Discussion” occurs, please individually respond to the week’s discussion questions, and then respond to at least two peers within the group. It is recommended that you individually respond to the module questions by Friday so that other group members can respond by Monday’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 5 pages
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. A total of six activities will be provided for you to reflect and respond to with each journal entry. See journal details within each module.
- Development Journal #1 (module 2) due 9/10: Your college journey
- Development Journal #2 (module 5) due 9/30: Organizational models in student affairs
- Development Journal #3 (module 7) due 10/14: Self-Authorship and academic choices
- Development Journal #4 (module 12) due 11/25: Future of student development theory

Insights, Reflections, Analysis (IRA)
Page Length: 2-3 pages
IRA’s are designed to help students gain new understanding about the readings through basic research of materials that amplify the week’s course topic, and finding connections to personal experiences. In general, the assignment should include the following:
1. **Insights**: List and briefly explain new insights acquired about the week’s topic.

2. **Reflections**: Find additional scholarly resources such as a book, book chapter, or article from a peer-reviewed journal published within the past six years that discusses similar thoughts, ideas, or themes to further amplify the topic. Write 2-3 paragraphs explaining how the new resources connect with the topic. Please do not simply provide a summary of the article. Instead, explain the relevance of the resource and how it supports or conflicts with the week’s readings.

3. **Analysis**: Relate this week’s readings to a specific experience you have had with the topic.

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**Final Paper**

**Length**: 10-12 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 the individual development journal to help you 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 3-5 theories that apply to your development as a college student. One Psychosocial Identity Development theory and one 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 students development?

A minimum of four scholarly references (excluding the textbook) should be utilized for the assignment.

*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.

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. 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.

Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. Also, you may visit the Office of Disability Access in Sage Hall (room 167).
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. Esther Oppong is UNT’s Student Advocate and she
can be reached through e-mail at 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
Student 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”.