Department of Counseling & Higher Education
EDHE 6900.701: Special Problems
Topic: Student Affairs Programming Administration
Summer 2021

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Office Location: Matthews Hall 214
Office Hours: Wednesdays, 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. Construct a professional development plan appropriate for new student affairs professionals.
4. Synthesize and integrate knowledge gained in this course to make informed administrative decisions and develop appropriate educational policies related to student affairs programming.
5. Identify challenges related to managing human and financial resources as related to student affairs programming.
6. 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.). *9th edition of the CAS professional standards is also acceptable.*


**Recommended textbooks, but not required**

**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:

<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. 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.</th>
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</thead>
</table>
| Willis Library and their Librarians | 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 (Jo.Monahan@unt.edu). 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. |
| Counseling | 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. Dr. Wiley Stem specifically works with graduate students. Visit their website, or call 940-565-2741 to set up 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.

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). Create an emergency technology plan for 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 each assignment. All assignments must be submitted by July 3 (finals day). An automatic grade of zero will be submitted for all missing assignments as of July 3 @ 11 pm.

HOW YOUR COURSE GRADE WILL BE DETERMINED

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Percentage of Overall Grade</th>
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</thead>
<tbody>
<tr>
<td>Career Strategy</td>
<td>100 points</td>
<td>25%</td>
</tr>
<tr>
<td>Functional Area Essays</td>
<td>(100 points each)</td>
<td>75%</td>
</tr>
<tr>
<td>(3 total)</td>
<td>300 points total</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400 points</strong></td>
<td><strong>100%</strong></td>
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HOW YOU WILL DEMONSTRATE LEARNING

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

Career Strategy
Page Length: 4-6 pages excluding cover page, double-spaced

As graduate students and emerging student affairs or higher education professionals, it is important that you have structured space to reflect on your professional development. Before starting this assignment, please make sure you have completed the Ardoin (2014) readings that have been assigned from her book, The Strategic Guide to Shaping Your Student Affairs Career.

In Ardoin’s text, she discusses the Five Career Strategy Components: 1) lifelong learning; 2) extending your experiences; 3) planning for professional development; 4) networking or connecting; and 5) self-reflection. For this assignment, you will complete the worksheets she provides in her book (Appendix A & Appendix C).

Functional Area Essays (3 total)
Page Length: 4-6 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.

For each essay, you will first identify a functional area. See Appendix A for essay options. 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 two parts excluding the introduction and conclusion:

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. **Identify and research one office or unit related to this functional area (3-4 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. Conclude the paper with recommendations grounded in scholarship for how the office or unit can better meet the needs of students and/or meet CAS Standards.

**COURSE SCHEDULE**

All readings and due dates are subject to change.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Topic and Readings</th>
<th>Assignment due (at 11 pm)</th>
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</table>
| 6/1       | **Introduction and Course Overview**  
- Independently review the syllabus  
- Ardoin, Entire Book  
- ACPA and NASPA Professional Competency Areas for Student Affairs Educators  
- Introduction to CAS Standards  | Career Strategy (due 6/8) |
| 6/8       | **Context of Professional Practice**  
- McClellan, Part 1: Chapters 1-6  
*See Appendix A for options |
| 6/15      | **Framework for Professional Practice**  
- McClellan, Chapters 9, 10, 13, 14, 15  
*See Appendix A for options |
| 6/22      | **Creating and Sustaining Partnerships**  
- McClellan, Chapters 21, 22, & 23  
- HigherEdLive episode: The Ombuds Office - Building Partnerships with Student Affairs. https://www.youtube.com/watch?v=G58DDH1FcAI  
- Managing Budgets, Risk, and Liability  
- McClellan, Chapters 25, 26, 27, & 30  
*See Appendix A for options |
Appendix A

Functional Areas as Designated by the CAS Standards

**Function Area Essay #1** (Choose 1 of the following)
- Auxiliary services functional areas
- Campus information and visitor services
- Campus police and security programs
- Clinical health services
- College unions
- Collegiate recreation programs
- Conference and event programs
- Counseling services
- Dining services programs

**Function Area Essay #2** (Choose 1 of the following)
- Academic advising programs
- Campus activities programs
- Career services
- Case management services (Case managers in secondary education such as Behavioral Intervention Teams (BIT), campus threat assessments, and/or students in crisis)
- Civic engagement and service-learning programs
- College honor society programs
- Education abroad programs and services
- Fraternity and sorority advising programs
- Housing and residential life programs
- Internship programs
- Learning assistance programs
- Master’s level student affairs professional preparation programs
- Orientation programs
- Student conduct programs
- Student leadership programs
- Student media programs
- Testing programs and services
- TRIO and college access programs
- Undergraduate research programs

**Function Area Essay #3** (Choose 1 of the following)
- Alcohol and drug programs
- Assessment services
- Campus religious, secular, and spiritual programs
- Disability resources and services
- Financial aid programs
- Graduate and professional student programs and services
- Health promotion services
International student programs and services
Lesbian, gay, bisexual, transgender, queer+ programs and services
Multicultural student programs and services
Parent and family programs
Post-traditional and commuter student programs and services
Registrar programs and services
Sexual violence-related programs and services
Undergraduate admissions programs and services
Transfer student programs and services
Veterans and military-connected programs and services
Women’s and gender programs and services
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

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 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. 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 or email spot@unt.edu.