

EST. 1890



EDHE 5110 Foundations of Student Development Administration

College of Education – Department of Counseling & Higher Education Program
Fall 2017 Course Syllabus (Online Section)

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Office Hours: MW; 12-3 pm

Office: Sycamore 288

By appointment preferred

Description of the Course

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.

Required Text (on reserve at Willis Library)

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

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

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

How the Course is Organized

Although a specific class day is not assigned for the course, all readings and assignments should be completed by **Thursday at 10 pm** of each week.

This course is organized into twelve modules on Blackboard. 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 Blackboard, other software and websites will be utilized to help facilitate course discussion such as Padlet, GotoMeeting, Google Drive, Google Slides, and/or Kahoot. 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. Students are encouraged to make every effort to manage their time wisely, even working ahead of schedule on readings and assignment if needed. Weekly readings must be completed prior to beginning weekly assignments.

Course Grades and Assignments

<u>Assignment</u>	<u>Points</u>	<u>Grade Scale</u>	
Module Assignments:			
- Group Discussions (4 x 20 points)	80 points	A	450-500
- Individual Postings (6 x 20 points)	120 points	B	400-449
- Think Piece (in Module 2)	20 points	C	350-399
Midterm Case Study	70 points	F	< 349
Knowledge Assessment	10 points		
Campus Visit Presentation	100 points		
Final Paper	100 points		
TOTAL	500 points		

Late Assignments

All assignments are due by 10 pm on the assigned date with the exception of the final exam. Each week an assignment is past due, a full letter grade will be deducted. 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.

COMMUNICATIONS

Announcements

New information, reminders, and updates will be posted in the "Announcements" section of Blackboard. Students should check weekly for new announcements.

Communication with the Instructor

To contact the instructor, please email Uyen.Tran@unt.edu or call 940-565-4873 (please leave a voicemail when appropriate). Calls to my cell phone are welcomed up until 10 pm. Inquiries will receive a response within 24 hours. If I have not responded to your email within this time period, feel free to contact me again. I expect that prior to contacting me you will do your due diligence in researching the answer to your question by consulting the syllabus, reviewing the Blackboard message board, or talking with other classmates. Students are encouraged to visit with me during office hours at least once during the semester either in person, or online using **www.gotomeet.me/TranParsons**. Please feel free to request a meeting outside of normal office hours.

Students should expect feedback on most assignments within 7 days of the due date. Grades will be posted through the Blackboard Grade Center. Feedback on major assignments, e.g. final paper, can be found on the actual paper through Turnitin.

Discussions

In order to do well in this course, a high level of interaction must occur between student-instructor and student-student in the "Discussion Forum" of Blackboard. Students are encouraged to express their ideas and opinions. We should 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. Feel free to take an informed risk with an opinion, a conceptual framework, or an idea you want to pursue.

Group Discussions: Students will be divided into small groups of 4-5 individuals. Look for your name and group placement under the "Discussion Forum" of Blackboard. For Group Discussions, each student is expected to respond to the week's discussion questions as well as respond to at least two peers within the group. It is recommended that you individually respond to the module questions by Monday so that peers can respond by Thursday's deadline. Responding to peers in other groups is encouraged, but not required. For some modules, groups may alternatively choose to meet synchronously online to discuss the week's questions and post a collective answer to each question on the Discussion Forum. See module directions for more information.

Individual Postings: For Individual Postings, each student is required to answer the week's activity by Thursday at 10 pm. Reading the postings of other classmates is highly encouraged after submitting your own work.

COURSE OUTLINE

(Course Content and Schedule Subject to Change)

Week	Date	Topic and Reading	Assignments
1	8/31	Module 1: Course Introduction Online Orientation (Recommended, Not Required)	Knowledge Assessment Pt. 1
2	9/7	Module 2: Intended Learning Outcomes of Higher Education <i>*Readings linked on Blackboard</i> <ul style="list-style-type: none"> Augustine, N. (2013). One cannot live by education for life and work in the twenty-first century. <i>Liberal Education</i>, 99(2), 14-21. Associates, Hart Research. (2013). It takes more than a major employer priorities for college learning and student success. <i>Liberal Education</i>. 99(2), 22-29. 	Think Piece
3	9/14	Module 3: Understanding and Using Student Development Theory <ul style="list-style-type: none"> SDIC Part One, Ch. 1-3 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
4	9/21	Module 4: General Identity Development Theories <ul style="list-style-type: none"> 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
5	9/28	Module 5: Student Affairs/Development/Services Structures <ul style="list-style-type: none"> Obtain an organizational chart & mission statement of a student affairs division. 	Individual Posting #1
6	10/5	Module 6: Intellectual and Ethical Development <ul style="list-style-type: none"> SDIC Ch. 15 Moral Development 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. 	Selected institution for Campus Visit due to instructor Individual Posting #2
7	10/12	Module 7: Self-Authorship <ul style="list-style-type: none"> SDIC Ch. 16 Development of Self-Authorship 	Individual Posting #3
8	10/19	Mid-Term Case Study <i>*Schedule a 1-on-1 mtg. w/ instructor to discuss final</i>	Mid-Term due by 10 pm
9	10/26	Module 8: Social Identity Development <ul style="list-style-type: none"> SDIC Ch. 4 Social Identity: Concepts and Overview (Including Introduction to Part Two) SDIC Ch. 11 Social Class and Identity 	Group Discussion #3

10	11/2	Module 9: Race and Ethnic Identity Development Theories <ul style="list-style-type: none"> • SDIC Ch. 5 Race Identity Development • SDIC Ch. 6 Ethnic Identity Development and Acculturation 	Individual Posting #4
11	11/9	Module 10: Sexual Identity Development and Gender Development Theories <ul style="list-style-type: none"> • SDIC Ch. 7 Sexual Identity Development • SDIC Ch. 8 Gender and Gender Identity Development • Worthington, R. L., Savoy, H. Dillon, F. R. & Vernaglia, E. R. (2002). Heterosexual identity development: A multidimensional model of individual and group identity. <i>The Counseling Psychologist</i>, 30, 496-531. 	Group Discussion #4
12	11/16	Module 11: Spirituality and Faith <ul style="list-style-type: none"> • SDIC Ch. 9 Development of Faith and Spirituality. • Astin, A. W. Astin, H. S., & Lindholm, J. A. (2011). Assessing students' spiritual and religious qualities. <i>Journal of College Student Development</i>, 52, 39-61. 	Individual Posting #5
13	11/23	Module 12: Identity Across the Lifespan; Reflecting on Theory to Practice <ul style="list-style-type: none"> • Levinson, D. J. (1986). A conception of adult development. <i>American Psychologist</i>, 41, 3-13. • Baxter-Magolda, M. B. (2008). Three elements of Self Authorship. <i>Journal of College Student Development</i>, 49(4), 269-284. • SDIC Ch. 18 Implications and Future Directions for Practice, Research, and Theory Development 	Individual Posting #6 and Knowledge Assessment Pt. 2 due by 11/27 at 10 pm. <i>**Extended deadline due to Thanksgiving Break</i>
14	11/30	Campus Visit (Online Meeting – Exact meeting time TBD)	Campus Visit Presentations Due
15	12/7	Final Paper Due	Submit via Blackboard by 10 pm

ASSIGNMENTS

Think Piece

Length: 3 to 5 pages (excluding cover page)

The purpose of this paper is to tap into your personal intuitions about college student development (before we delve into the formal student development theories and models associated with this course). In no more than 5-pages, reflect on your own undergraduate experience and consider the following questions:

- Describe the transition from high school to undergrad. Be sure to include any gaps of time when you were not a student.
- Where were you during your college years, how were you spending your time, and what was important to you?
- How were you different as a senior in college in relation to who you were as a first-year student? How did you grow and change during your college years?
- In what ways did “where I am from” (from Module 1) influence your growth and change?
- To what do you attribute your growth and change? What experiences (in-class, out-of-class, larger environment) contributed to your growth and change?
- What conclusions would you draw in summarizing the student development journey of your own college experience?

In the Discussion Forum, students will be asked to share their experience completing the assignment. In other words, what was it like for you to reflect on past events?

Campus Visit (1 team/individual per institution; no repeats)

Each student will conduct a campus visit (your work campus or recent undergraduate/graduate campus excluded) to study a specific institution, its student affairs division, and its campus climate. You may conduct this visit individually or as a team (no more than 4 students per team). If you choose to work as a team, please remember that each student will be rated by other group members and graded individually by the instructor. Each student/team will make their own arrangements for the campus visit(s). You may make as many visits as needed to gather the data required. During week 14, you will give a presentation on your visit. No paper is required.

The following three areas must be addressed in the campus visit presentation:

- The Institution: What are the characteristics that contribute to the uniqueness of the campus setting: size, affiliation, mission, location, faculty, curriculum, students, costs, etc.? What is the mission of the institution? How does it structurally organize itself to realize those values inherent in this mission? What is its relationship to the community? What are its constituent groups (i.e., administrators, faculty, alumni, students)? How would you describe the campus culture?

- Student Affairs: What is the mission of student affairs at this institution? How is student affairs organized to realize that mission? How does the student affairs mission support or conflict with the institutional mission? What is the role of student affairs within the institution? What is its relationship to other administrative units on campus? What is the relationship of theory to practice in the division? What role does the senior student affairs officer (SSAO) play?
- Campus Climate: How would its constituents describe this campus? What does the staff say? What do students say? Is the climate consistent with the mission? You MUST talk (informally) with students during your visit.

Scheduling the Campus Visit

You should begin immediately to arrange your campus visit. If you have difficulty making contacts, communicate promptly with me. Remember that you are a guest on the campus. Reserve judgment, ask good questions, listen, be observant, be unobtrusive and try to immerse yourself in the culture of the campus. It is recommended you make arrangements to meet with 2-4 staff members at varying levels in their career (i.e. Coordinator, Assistant Director, Director, Dean of Students, etc.). Ask them for assistance in identifying students who may be available to speak to you during the campus visit. You may also choose to randomly stop students and ask if they have a few minutes to share their opinions with you. However, be aware that some may not be willing to speak to someone they do not know.

Presentation

Length: 15 minutes for individuals; 30 minutes for teams

Each student/team will give a presentation of their campus visit using Go to Meeting. The presentation should focus on the three areas identified above. Your objective should be to develop an understanding of the institution and to convey that understanding to the class. The presenter(s) will determine the style of the presentation; however, a PowerPoint is required. Be creative in communicating your ideas.

*Taken From Bush, V.B. (2015, Fall). EDHE 5110 Foundations of Student Development Administration, University of North Texas, Denton, TX.

Final Paper

Length: 10-12 pages (excluding title page and references)

For the final paper, return to the “Think Piece” assignment created at the beginning of the semester. The purpose of this paper is to rewrite the essay, formally, through the lens of student development theories. This paper should be structured by themes you identify from the theories related to your college narrative.

The following items should be included in the paper:

1. Identify 3-5 theories resonate (because they apply) with your development as a college student. One Psychosocial Identity Development theory and one Moral Development theory must be included.
2. Identify 1-2 theories that do not resonate (because they do not apply) to your development as a college student. Do not select theories that you are automatically disqualified from such as a theory that applies to women only when you do not identify as a woman.
3. Describe the theories using proper APA citations and references.
4. Discuss the commonalities and differences between your college experiences and the theories.
5. Provide strengths, critiques, and limitations about each theory.
6. 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 promote best 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.

Rubric for Evaluating Discussion Board Postings & Participation

	Unsatisfactory (1)	Satisfactory (2 point)	Excellent (3 points)
Grounded in course readings	Discussion postings are not grounded in course readings	Discussion postings are generally, but not always grounded in course readings	Discussion postings are primarily grounded in course readings
Key Ideas	Key ideas are unclear, underdeveloped or difficult to grasp	A limited number of key ideas are developed	Key ideas are clear and well developed
Engagement	Student is not fully engaged in discussion and/or analysis of assigned course readings	Student is generally engaged in discussion and/or analysis of assigned course readings	Student is always engaged in discussion and/or analysis of assigned course readings
Building on prior knowledge and experience	Student does not build upon prior knowledge and experience in critiquing and discussing course readings and other assignments	Student generally builds upon prior knowledge and experience in critiquing and discussing course readings and other assignments	Student always builds upon prior knowledge and experience in critiquing and discussing course readings and other assignments. Student demonstrates ability to identify and discuss potential implications of course readings and other assignments for policy, practice, and/or future research.
Implications for Higher Education Research and Practice	Student does not demonstrate awareness of implications of course readings and other assignments for higher education research and practice.	Student generally demonstrates awareness of implications of course readings and other assignments for higher education research and practice outcomes.	Student demonstrates exceptional insight into the potential implications of course readings and other assignments for higher education research and practice
	Unsatisfactory (no credit)	Satisfactory (1 point)	Excellent (2 points)
Citations & References	Reference and citation errors detract significantly from paper.	One to two references or citations missing or incorrectly written	All references and citations are correctly written and present.

*Rubric adapted from M.B. King and L. Havlik, UW Madison, Instructional Leadership and School Improvement

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>.

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.

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.

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.

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 Accommodation (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 Accommodation 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 Accommodation in the Sage Hall (room 167) or phone (940) 565-4323.

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

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. Renee LeClaire McNamara 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.