Instructor Information:
Uyen Tran-Parsons, Ph.D.
(940) 597-8997 cell
(940) 565-4873 office
Uyen.Tran@unt.edu

Office Hours: WTh, 12-3 pm
Schedule a meeting: https://calendly.com/udtran/30min

DESCRIPTION OF THE COURSE
Prerequisite: EDHE 5110 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.

OBJECTIVES OF THE COURSE
At the end of this course, students will be able to…

1. Analyze the current body of scholarly literature and research on the design and administration of student development programs in higher education.
2. Discuss the fundamental elements of successful program administration (context, goals, and plans) as they apply to both two-year and four-year colleges.
3. Explain the issues and processes involved in conceptualizing, planning, implementing, and evaluating student development programs at both two-year and four-year colleges.
4. Integrate knowledge gained in this course to make informed administrative decisions and develop appropriate educational policies related to student affairs programming.

REQUIRED TEXT

Additional readings available online through the library
Course reserve password: 5120S18
### RECOMMENDED TEXTS:


### COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Participation</td>
<td>10</td>
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<tr>
<td>2. Brief essay</td>
<td>5</td>
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<tr>
<td>4. Journal article review</td>
<td>15</td>
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<td>5. Exemplary program</td>
<td>15</td>
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<td>6. Student Affairs supervisor interview</td>
<td>15</td>
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<td>(Paper + informal presentation)</td>
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<td>7. Final project: CAS Review</td>
<td>25</td>
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<td>8. End of course reflection paper</td>
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**TOTAL 100 POINTS**

**Grading Points:**

- **A** = 90-100
- **B** = 80-89
- **C** = 70-79
- **F** = 69 or below

**All assignments are due by 5:30 pm on the assigned date. Assignments are considered late at 5:31 pm. A full letter grade will be deducted for each week an assignment is overdue. Incomplete final projects will not be accepted and will receive no credit. I will not accept late assignments past the last class date, May 14, 2018.**

### Participation

A portion of the course grade is determined by the quality and quantity of classroom participation; therefore, attendance is essential. One point will be deducted for each missed class. Students may propose a make-up assignment for any absence to regain participation points with instructor approval.

### Group-Led Lessons

**Presentation Time: 45 minutes**

Working in small groups, design and implement a lesson plan to engage classmates in a discussion about a pre-selected group of student affairs functional areas. The lesson plan should include a lesson objective, a required reading, an outline of how the time will be utilized, and detailed instructions for an interactive activity. The outline must be submitted to the instructor ~ 2 weeks prior to the implementation date. More details will be provided in class.
Brief Essay

Write a brief essay in class outlining the knowledge, skills, and values you believe students should gain during their time at a college/university and the role of Student Affairs (in general terms) in assisting them. This essay will be graded for content, not grammar.

Journal Article Review

Read and review a journal article from a peer-reviewed higher education journal published no earlier than 2012. Articles selected for review should address some aspect of student affairs programming. The term “programming” refers to intentionally planned programs designed and facilitated by a student affairs department. It does not include daily office functions.

For the assignment, include: (1) a summary of the article and its research findings and/or recommendations (not to exceed one page); (2) a critique of the article/research study; (3) an analysis of the issues presented in the article in comparison to an article printed before 2012; and (4) discussion of the relevance of the article to current student affairs practice.

The paper should follow APA guidelines utilizing 1” margins, 12-point font, and double-spaced. Include citations and references.

Exemplary Program

Browse through award winners from NASPA, ACPA, or any other student affairs professional organization to identify a successful and innovative program within a higher education setting (2- or 4-yr, public or private). Do not select a program that was implemented once and never repeated. The program must include elements of sustainability where students interact with staff or with other students more than 1 time per year (such as mentoring groups or service-learning based programs). Describe the characteristics that make the program different from other programs. Be explicit in what makes the program exemplary. Go beyond your opinions by giving examples related to the readings. A minimum of two scholarly sources should be included. Use proper APA guidelines for citations and references.

Student Affairs Supervisor Interview

Each student will interview a student affairs professional who is responsible for supervising two or more full-time staff members at a two- or four-year institution. The goal of this assignment is to gain a broader understanding of day-to-day responsibilities and decision-making related to supervising and developing other employees.

Through the interview, please address the following topics: teamwork, interpersonal communication, delegation, conflict resolution, institutional politics, setting performance standards, and professional development and recognition of staff. Summarize the key points of the interview including issues and challenges as identified by the interviewee. Do not provide a
transcript of the interview. Please read chapters 18, 19, and 22 of the textbook in preparation for the interview.

You may not select an office you have previously been an employee or are currently an employee. Additionally, each student should interview a different individual. Please refer to the sign-up sheet on Blackboard to avoid duplication.

In class, each student will share highlights from their interview in a five-minute informal presentation. The class, as a whole, will discuss common themes amongst those interviewed.

Final Project: CAS Review  Presentation Length: 15 min/indv; 20 min/group

Working individually or in pairs, describe and evaluate an existing student development/student affairs functional area at either a two-year or a four-year college utilizing the CAS Standards for that area. The program’s context, goals and plan should be described, discussed, and critiqued using the criteria set by CAS. Please refer to the sign-up sheet on Blackboard to avoid duplication of the same institution and department (several different departments from the same institution are allowed).

The following CAS sections should be evaluated for the project:

- Part 1: Mission
- Part 2: Program
- Part 7: Diversity, Equity, and Access
- Part 8: Internal and External Relations
- Part 11: Facilities and Equipment

Each student or group is required to make a formal presentation detailing the findings via Powerpoint of similar slide presentation software. A minimum of four scholarly sources should be incorporated into the presentation. Please include proper APA references for the scholarly sources as the last slide of the presentation.

End of Course Reflection Paper  Page Length: 2-4 pages

Each student will re-read the “Brief Essay” completed during the first week of the course. Re-answer the question 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. Utilize information presented in the class to support your argument.
## COURSE OUTLINE

**EDHE 5120 Student Affairs Programming Administration**  
Mondays 5:30 - 8:20 pm - Spring 2018  
*All readings and due dates are subject to change*

<table>
<thead>
<tr>
<th>DATE</th>
<th>COURSE TOPIC + READINGS</th>
<th>DUE</th>
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| 1/22   | **Introductions and Course Overview**  
          Brief essay (in-class assignment)  
          Preparing for Group-Led Lessons   | Brief Essay                              |
| 1/29   | **Contexts of Professional Practice**  
          Ch. 1-5                                | Sign-up for Group-Led Lessons            |
| 2/5    | **Student Affairs Functional Areas, Pt. 1**  
          Ch. 21, 23  
          **Academic-Focused Services:** Academic Advising, Study Abroad, Honors Programs, Internship Programs | Lesson plan outline for 2/26 presenters  |
| 2/12   | **Program Planning**  
          - [*4 ways for creating sustainable educational programs for students, Parts 1-3* by C. N. Fulford]  
          **Preparing for the Final Project**  
          - CAS Master’s Level Student Affairs Prep |                                         |
| 2/19   | **Ethics & Professional Standards in Student Affairs**  
          Ch. 10-12, 20  
          **ACPA and NASPA Professional Competency Areas for Student Affairs Educators** | - Journal Article Review  
                                                                              - Lesson plan outline for 3/5 presenters |
| 2/26   | **Student Affairs Functional Areas, Pt. 2**  
          Ch. 25, 26, 30  
          **Group-Led Lessons:**  
          - Auxiliary Services: Housing, Dining, College Unions  
          - Crisis Management: Student Conduct, Sexual-Violence Related Programs, Counseling Services | Supervisor interview scheduled |
| 3/5    | **Student Affairs Functional Areas, Pt. 3**  
          Ch. 13, 15  
          **Group-Led Lessons:**  
          - Engagement: Campus Activities, Student Leadership, Fraternity and Sorority Advising Programs  
          - Entry: Undergraduate Admissions, Orientation Programs, Commuter and Off-Campus Living |                                      |
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>3/12</td>
<td>NO CLASS MTG - Spring Break</td>
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<tr>
<td>3/19</td>
<td>Student Affairs Functional Areas, Pt. 4</td>
<td>- Exemplary Program&lt;br&gt;- Institution/Dept selected for CAS Review</td>
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<td><strong>Well-Being:</strong> Recreation Programs, Health Education</td>
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<tr>
<td>3/26</td>
<td>Student Services and the Community College Setting</td>
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<td><em>Journal articles are available through the library</em></td>
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<tr>
<td>4/2</td>
<td>Overseeing Student Affairs Functional Areas</td>
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<td>Ch. 22-24&lt;br&gt;Class Presentations and Discussion - Supervisor Interviews</td>
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<tr>
<td>4/9</td>
<td>Institutional Fundraising</td>
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<td>Ch. 28</td>
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<tr>
<td>4/16</td>
<td>Supporting Students from Diverse Backgrounds</td>
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<td>Ch. 6, 14</td>
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<td>4/23</td>
<td>Future of Student Affairs</td>
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<td>Ch. 31-32</td>
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<tr>
<td>4/30</td>
<td>Final Presentations</td>
<td>End of Course Reflection Paper</td>
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<td>5/7</td>
<td>Final Presentations</td>
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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.

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 Blackboard for contingency plans for covering course materials.

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.

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](http://deanofstudents.unt.edu/resources). 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.

**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 Office 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.

*Credit to Sara Goldrick-Rab from Temple University for creating this wording.*