EDHE 5110.001 Foundations of Student Development Administration
College of Education – Department of Counseling & Higher Education Program
Thursdays – 4 pm to 6:50 pm – Wooten Hall 312
Fall 2018 Course Syllabus

Uyen Tran-Parsons, Ph.D. - Senior Lecturer
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940.565.4873 (office)

Office Hours: WTh; 12-3 pm
Office: Matthews Hall 214
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

(Referred to as SDIC in the Course Schedule)

Other readings as assigned via UNT Library (library.unt.edu). Use references in Course Schedule to find readings through the library search engine.

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>Knowledge Assessment, pt. 1</td>
<td>5 points</td>
<td>A  450-500</td>
</tr>
<tr>
<td>Discussion and Participation</td>
<td>120 points</td>
<td>B  400-449</td>
</tr>
<tr>
<td>Think Piece</td>
<td>20 points</td>
<td>C  350-399</td>
</tr>
<tr>
<td>Where I am from (presentation)</td>
<td>10 points</td>
<td>F  &lt; 349</td>
</tr>
<tr>
<td>Where I am from</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Midterm Case Study</td>
<td>70 points</td>
<td></td>
</tr>
<tr>
<td>SDT: Personal Reference Handout</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Knowledge Assessment, pt. 2</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Theory in Action Presentation</td>
<td>100 points</td>
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<tr>
<td>Final Paper</td>
<td>100 points</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>500 points</td>
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Late Assignments
All assignments are due by the start of class 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.

Incomplete
Beginning Fall 2018, 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.
COMMUNICATIONS

Announcements
New information, reminders, and updates will be posted in the “Announcements” section of Canvas. 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 (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, or talking with other classmates. Students are encouraged to visit with me during office hours at least once during the semester. Please feel free to request a meeting outside of normal office hours.

Class Participation
In order to do well in this course, a high level of interaction must occur between student-instructor and student-student during each class meeting. 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.

This course has a great deal of reading each week. Readings must be completed in order to adequately participate in course discussion. Students are encouraged to make every effort to manage their time wisely, even working ahead of schedule on readings and assignment if needed. It is recommended that a minimum of 6 hours be a set aside each week to complete work for this class.
## COURSE OUTLINE *(Course content and schedule are subject to change)*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Reading</th>
<th>Assignments (Due by start of class)</th>
</tr>
</thead>
</table>
| 1    | 8/30 | **Course Introduction**  
Knowledge Assessment (in-class assignment) | |
| 2    | 9/6  | **Think Piece**: In-class Discussion  
**Intended Learning Outcomes of Higher Education**  
*These 2 particular articles are difficult to find in the general library search tool. Look up the journal title, Liberal Education, first. Then, go to year 2013, volume 99, issue 2 to find articles.* | **Think Piece**: Submit online via Canvas |
| 3    | 9/13 | **Where I am From**: In-Class Presentations  
**Understanding and Using Student Development Theory, Pt. 1**  
| 4    | 9/20 | **Understanding and Using Student Development Theory, Pt. 2**  
SDIC Part One, Ch. 1-3  
**Student Affairs/Development/Services Structures**  
Obtain an organizational chart & mission statement of a student affairs division. | |
| 5    | 9/27 | **General Identity Development Theories**  
SDIC Ch. 13 Psychosocial Identity Development  
SDIC Ch. 14 Epistemological and Intellectual Development  
| 6    | 10/4 | **Intellectual and Ethical Development**  
SDIC Ch. 15 Moral Development | Selected institution/dept. for "Theory in..." |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10/11</td>
<td>Social Identity Development</td>
<td>SDIC Ch. 4 Social Identity: Concepts and Overview (Including Introduction to Part Two)</td>
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<td></td>
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<td></td>
<td>SDIC Ch. 11 Social Class and Identity</td>
<td>Self-Authorship Action project due.</td>
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<tr>
<td>8</td>
<td>10/18</td>
<td>Mid-Term Case Study – No Class Meeting</td>
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<td>Mid-Term due by 7 pm on 10/19</td>
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<tr>
<td>9</td>
<td>10/25</td>
<td>Race and Ethnic Identity Development Theories</td>
<td>SDIC Ch. 5 Race Identity Development</td>
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<td></td>
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<td></td>
<td>SDIC Ch. 6 Ethnic Identity Development and Acculturation</td>
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<tr>
<td>10</td>
<td>11/1</td>
<td>Theory in Action – Work Day</td>
<td>No Class Meeting, but meet with group members</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>11/8</td>
<td>Sexual Identity Development and Gender Development Theories</td>
<td>SDIC Ch. 7 Sexual Identity Development</td>
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<td>SDIC Ch. 8 Gender and Gender Identity Development</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>development: A multidimensional model of individual and group identity. The Counseling Psychologist,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>30, 496-531.</td>
<td></td>
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<tr>
<td>12</td>
<td>11/15</td>
<td>Spirituality and Faith</td>
<td>SDIC Ch. 9 Development of Faith and Spirituality.</td>
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<tr>
<td>13</td>
<td>11/22</td>
<td>Thanksgiving Day – No Class Meeting</td>
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<td></td>
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<td>Development, 49(4), 269-284.</td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td>SDIC Ch. 18 Implications and Future Directions for Practice, Research, and Theory Development</td>
<td></td>
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<tr>
<td>15</td>
<td>12/6</td>
<td>Theory in Action – Presentation Day</td>
<td></td>
<td>Theory in Action</td>
</tr>
</tbody>
</table>
ASSIGNMENTS
*Grading rubrics for each assignment are located in Canvas under “Files”*

Discussion and Class Participation
A portion of the course grade is determined by your level of engagement with the course material as well as your participation in the classroom. It is my expectation that you will complete and reflect on each week’s required readings prior to coming to class.

Actively engaging in discussion, contributing ideas, and expressing opinions are an important part of graduate education. This process allows you to hear and consider opinions other than your own. Most class meetings will include an in-class activity designed to help develop strong critical thinking skills as well as verbal and listening skills. In addition, class participation by students requires respect, tolerance, and excellent listening skills.

The following are examples of factors considered when evaluating participation:

- relating the readings and content to personal/professional experiences
- presenting good examples of concepts being discussed
- building on the comments of others
- raising good questions
- offering up additional materials and resources
- being sensitive to your level of participation and making attempts to increase or decrease it if necessary
- being sensitive to the emotional impact of your statements
- listening and responding appropriately to others’ comments
- attending all class meetings
- being on time

I understand that each of you have a life outside of the classroom. If an emergency should arise or travel related to work prevents you from attending class, please let me know as soon as possible. There are no make-up assignments for missed class participation. Therefore it is essential you attend every class meeting.

Knowledge Assessments: Part 1 and Part 2
This assignment will gauge your familiarity with student development concepts and theories. The assignment is online and is not timed.

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 your hometown(s) 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?

Submit assignment online via Canvas as a Word document. In class, be prepared to share their experience completing the assignment. In other words, what was it like for you to reflect on past events?

**Where I am From (Paper and Presentation)**

**Length:** 2 to 4 pages

Read excerpts from Borrego & Manning’s edited collection of stories from NASPA’s NUFP program entitled, *Where I Am From*. Using these as a template, write your own essay. You may be creative in the style in which you write (e.g., poem, prose, narrative essay), but what you write should focus on your own experience, as this becomes a window to understanding student development theory. However, do not use student development theory as a vehicle for writing this piece. Simply write about where you are from.

In class, students will be asked to share their stories (to the extent of which you are comfortable).

**Mid-term Case Study**

**Length:** 2 to 4 pages

Read and respond to the case study provided (available on Canvas). Identify the facts relevant to the case and state how you would address the situation utilizing student development theory as your guide. Submit your response (double-spaced) online through Canvas. Include citations and references as needed.

**Theory in Action (1 group per institution/department; no repeats)**

Working in small groups, students will visit a student affairs department at a 2- or 4-yr., public or private institution of your choosing to inquire about the utilization of student development theory
The Interview: Scheduling the Campus Visit

1. You should begin immediately to identify a campus you are interested in learning about for this course. Refer to the sign-up sheet in Canvas to avoid duplication. Indicate your selection online as soon as possible to help everyone be proficient.

2. Setup a time to interview a department staff member. In your request, fully explain the goal of the assignment is to understand how student development theory is utilized in their work. Ask for a specific amount of time (30-60 minutes is recommended) and be willing to share your interview questions prior to the meeting.

3. Plan to interview students who utilize the department services. Ask staff 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 who are clearly utilizing their services and ask if they have a few minutes to share their opinions with you. However, be aware that some students will be hesitant speak to someone they do not know.

4. Attend an event, advising session, event planning meeting, or any other event where you can observe the department staff member assisting students. Please seek permission ahead of time from department staff to participate as some student interactions are private and should not be made available to outsiders. Informally observe interactions between staff and students.

If you have difficulty making contacts, communicate promptly with me. Each student/pair should make their own travel arrangements for the campus visit(s). You may make as many visits as needed to gather the data required. 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.

The Questions: Information to Gather During the Visit

It is recommended that each student examine the institution and department websites, and any other online materials, to learn about the departments mission and programs offered prior to your visit. This will allow you to arrive to the interview well-informed and prepared to ask deep, detailed questions.

It is expected that each individual/pair will create their own interview questions prior to their arrival on campus. Plan for each 5-6 minutes for each question to be fully answered; therefore, it is recommended you ask no more than 10 questions in an hour meeting or 5 questions in a 30-minute meeting.
The following **three** areas must be addressed as part of the project:

- **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 Department:** What is the mission of the Division of Student Affairs (other names such as Student Life, Student Development may be utilized) at this institution? What is the mission of the selected department? How does the departmental mission support or conflict with the institutional mission? What is the role of student affairs department at the institution?

- **Theory:** What is the relationship of theory to practice in the department? What student development theories are *currently* in use? What student development theories *could* be added? What challenges do staff members encounter in attempting to utilize theory? What are the limitations in utilizing theory in the selected department? Through observation, what theories do you see in play?

- Each individual/pair should answer the above questions based on the information gathered during the project. These are **NOT** interview questions to be asked of staff or students.

**The Product: Theory in Action Presentation**

**Length:** 15-20 minutes

Summarize and report your findings by addressing the three sections above about the institution, student affairs department, and theory in action. Include a minimum of 5 scholarly references including the course book.

**SDT: Personal Reference**

Multiple theories will be discussed throughout the length of this course making it nearly impossible for someone to remember each and everyone of them. Design a one-page, front and back, reference that you can refer to when needed. It is recommended that you begin working on this assignment beginning week 5 to submit the final product during week 12 of the course.

**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 only women when you do not identify as a woman.

3. Describe the theories using proper APA citations and references. It is recommended you research and refer to scholarly resources other than the textbook for this course.

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.*
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

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.

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)
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 or email spot@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 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.

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_.

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 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 at Temple University for creating this wording.*