Department of Counseling & Higher Education
EDHE 5120.001: Student Affairs Programming Administration
Spring 2016: Wednesdays, 4 – 6:50 pm
Language Building 305

Instructor: Uyen Tran-Parsons, Ph.D.
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(940) 565-4873 office
Email: Uyen.Tran@unt.edu
Office Hours: TTh, 12-3 pm
Office location: Sycamore 289B

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 the 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 (on reserve at Willis Library)

Handouts will be provided as additional required reading assignments in class and on Blackboard.
RECOMMENDED TEXTS


CELL PHONES, LAPTOPS, AND OTHER DEVICES
The use of laptops in class is permitted and encouraged except during peer presentations. However, it is important to recognize your own limitations. If the impulse to check e-mail, Facebook, Pinterest, or any other of your favorite websites is too much for you, please do not use a laptop. If you are found engaging in activities not related to class, you will be asked to leave class and your participation grade for that day will result in a zero.

The ringer on your cell phone should be turned off during class. We all have important obligations outside of school, so please speak with the instructor before class if you personally or professionally need to be on-call.

The use of cell phone cameras is prohibited in the classroom. Please write down any information you would like to remember for later as opposed to taking a picture of it with your phone.

Lastly, recording devices are prohibited in the classroom unless needed as part of an accommodation. Please do not share any recordings obtained for an accommodation.

A PERSONAL NOTE ON COMMUNICATION
My office hours are Tuesdays and Thursdays from 12 – 3 pm. However, I am on campus most days. If you would like to meet outside of office hours, do not hesitate to ask. Email is the best way to contact me, followed by my cell phone, then office number. Text messages are welcome, but please refrain from texting me after 11 pm.

I strive to respond to all emails within a 24-hour period unless I am traveling for conferences. 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, consulting Blackboard, or consulting other classmates.

It is strongly recommended that you visit with me during office hours at least once this semester to discuss your progress in the course. Connecting with faculty builds your professional network. Discussing your work progresses your path to becoming a contributing scholar and practitioner. One-on-one time allows us to address challenges early on. I can help you obtain the grade you desire if you talk to me ahead of time.
COURSE REQUIREMENTS

1. Participation (reading and class discussion) 15 points
   Leading Discussion = 5 out of 15 points

2. Reflection Paper #1 5 points
3. Reflection Paper #2 5 points
4. Interview 15 points
5. Journal Article review 15 points
6. Term paper 30 points
7. Final presentation 15 points

TOTAL 100 POINTS

GRADING POINTS
A = 90-100
B = 80-89
C = 70-79
D = 60 – 69
F = 59 or below

PARTICIPATION
A portion of the course grade is determined by the quality and quantity of classroom participation; therefore, attendance is essential. TWO points will be deducted for each missed class after the first absence.

In addition, each student will be required to lead discussion on a selected program area. In preparation for discussion leading, the student should read and share at least one news article from Inside Higher Ed or The Chronicle of Higher Education related to the class topic for the day.

REFLECTION PAPER #1
Write a brief essay outlining the knowledge, skills, and values you feel students should gain during their time as a student and the role of Student Affairs (in general terms) in assisting them. This paper will be graded for content, not grammar. Minimum 1-page.

JOURNAL ARTICLE REVIEW
Each student will complete one review of an article from a peer reviewed higher education journal. Articles selected for review should address some aspect of student affairs programming (no earlier than 2010). The definition of programming refers to planned programs designed and facilitated by a student affairs department. It does not include regular, daily office functions.

The paper should be typed, double-spaced, 3-4 pages in length, and consist of three parts: (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, and (3) a DISCUSSION of the relevance of the article to current student affairs practice. Do not include a title page. Your name, date, and APA reference should be included on the first page. Late papers will be deducted 3 points each week past due.
STUDENT AFFAIRS INTERVIEW
Each student will interview a student affairs student service director from any two-year or four-year campus. It is suggested this person be from the area you select to study for your term paper. In this interview, address the departmental mission, services offered, and the challenges/opportunities related to the student service. The goal of this assignment is to help you understand the every day decisions middle managers must make to ensure their areas meet CAS Standards. Position titles may vary from institution to institution. Cabinet level administrators (such as Vice-Presidents and Associate Vice Presidents) should not be pursued. Each student must interview a different person – no repeats.

Each student will provide a typed, double-spaced, minimum 5-page paper summarizing AND analyzing the key points of the interview including issues/challenges of the program as identified by the director. Papers that merely summarize the interview will automatically be deducted a letter grade.

CAS REVIEW – Term Paper
In pairs, students will describe and evaluate an existing student development/student affairs program 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 in this course. Each group must select a different program – no repeats.

The paper should be typed, double-spaced, and at least 10-pages in length. Please use APA style for citations and references. A minimum of 8 references is required (not including the textbooks for the class). 10 points will be deducted for late term papers and must be submitted no later than 72 hours past the due date.

CAS REVIEW – Final Presentation
Each group is required to make a 20-minute oral presentation outlining findings from the informal CAS Review. A PowerPoint presentation (or similar) is required. Slides should include text and graphics – avoid text heavy slides. A grading rubric will be provided in class.

REFLECTION PAPER #2
Review what you write for reflection paper #1. Now that you have completed a CAS review and visited with several practitioners, has there been any shift in feelings or emotion when thinking about the knowledge, skills, and abilities you feel students should gain during their time as a student and the role of Student Affairs (in general terms) in assisting them? What has the CAS review taught you in terms of your own self as a future student affairs professional? Minimum 2-pages.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Topic/Readings</th>
<th>Due</th>
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<tbody>
<tr>
<td>January 20</td>
<td><strong>Introductions and Course Overview</strong>&lt;br&gt;Brief essay (in class assignment)</td>
<td>Reflection Paper #1 (in class)</td>
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<td>January 27</td>
<td><strong>The Philosophy, History and Role of Student Affairs in Higher Education (McClellan Ch. 1)</strong>&lt;br&gt;<strong>Putting CAS to Work, p. 10-23</strong>&lt;br&gt;- Commuter and Off-Campus Living&lt;br&gt;Guest Speaker: Courtney Newsome, UNT Off Campus Student Services</td>
<td>Select Discussion Topic on BB</td>
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<td>February 3</td>
<td><strong>Professional Development (McClellan Chs. 11, 19)</strong>&lt;br&gt;- Student Affairs and Professional Organizations&lt;br&gt;Guest Speaker: Rosalyn Smith, UNT Career Center</td>
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<td>February 10</td>
<td><strong>Ethics in Student Affairs (McClellan Ch. 9)</strong>&lt;br&gt;- Admissions&lt;br&gt;- Academic Advising&lt;br&gt;- Counseling Services</td>
<td>Names of interviewee submitted for approval</td>
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<td>*Meet @ NCTC Corinth 4:30 pm</td>
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<td>February 17</td>
<td><strong>Campus Partnerships (McClellan Ch. 23)</strong>&lt;br&gt;- Campus Activities -&lt;br&gt;- Orientation&lt;br&gt;- Student Leadership&lt;br&gt;- Fraternity and Sorority Advising&lt;br&gt;- Civic Engagement &amp; Service Learning</td>
<td>Journal Article Due</td>
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<td>*Meet @ TWU Student Center 4:30 pm</td>
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<td>February 24</td>
<td><strong>Internationalization of Student Affairs (McClellan Ch. 7)</strong>&lt;br&gt;- Campus Religious and Spiritual Programs&lt;br&gt;Guest speaker, Eli Cumpton, UNT Office of Spiritual Life&lt;br&gt;- Master’s Level Student Affairs Prep&lt;br&gt;- International Student Programs&lt;br&gt;- Education Abroad</td>
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<td>Additional Information</td>
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<td>March 2</td>
<td>Middle Managers (McClellan Ch. 18)</td>
<td>*Meet @ Rec Center</td>
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<td>Recreational Sports</td>
<td>Guest speaker: Laurie Klein, UNT Rec Sports</td>
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<td>March 9</td>
<td>Group Project Planning Week – No Class Meeting</td>
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<td>March 16</td>
<td>Spring Break – No Class Meeting</td>
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<td>March 23</td>
<td>Student Affairs Finance and Budget (McClellan Chs. 5, 25)</td>
<td>college unions</td>
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<td>College Unions</td>
<td>Dining Services</td>
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<td>Campus Information and Visitor Services</td>
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<td>March 30</td>
<td>Assessment (McClellan Chs. 6, 27)</td>
<td>Learning Assistance</td>
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<td>Guest Speaker: Roxanne Davenport, UNT Learning Center</td>
<td>Disability Resources and Services</td>
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<td>Assessment</td>
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<td>April 6</td>
<td>Technology and Student Affairs (McClellan Ch. 30)</td>
<td>Housing &amp; Residential Life Programs</td>
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<td>Parent/Family Programs</td>
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<td>April 13</td>
<td>Crisis Management in Student Affairs (McClellan Chs. 14, 31)</td>
<td>Sexual Violence-Related Programs</td>
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<td>Guest speaker: Renee McNamara, UNT Victim Advocate</td>
<td>Student Conduct</td>
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<td>Clinical Health</td>
<td>Health Promotion</td>
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<td>April 20</td>
<td>Student Affairs and Diversity (McClellan Chs. 12, 13)</td>
<td>Women’s and Gender Programs</td>
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<td>*Leave for</td>
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<td>Multicultural Student Programs</td>
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<td>SMU @ 2:30 pm</td>
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<td>LGBT Programs</td>
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<td>April 27</td>
<td>CAS Review Research Day – No Class Meeting</td>
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<td>May 4</td>
<td>Presentations</td>
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<td>Reflection Paper #2 Due</td>
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<td>Final Papers due by 10 pm May 4 via BB</td>
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**Academic Integrity and Academic Misconduct**

As discussed in the UNT Graduate Catalog ([www.unt.edu/catalog/grad](http://www.unt.edu/catalog/grad)):

A strong university is built upon the academic integrity of its members. As an intellectual enterprise, it is dependent upon trust, honesty, and the exchange of ideas in a manner that gives full credit and context to the sources of those ideas. UNT’s policy on the Student Standards of Academic Integrity is designed to uphold these principles of academic integrity. It protects the rights of all participants in the educational process and validates the legitimacy of degrees awarded by the university.

The policy covers categories of academic dishonesty such as cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. It includes descriptions of infractions, penalties, and procedures. In the investigation and resolution of all allegations of student academic dishonesty, the university’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. The full policy (18.1.16) is available online at [http://vpaa.unt.edu/academic-integrity.htm](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](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.

**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 (UNT) is on record as committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. If you are a student with a disability, your responsibility primarily rests with informing me of your need for accommodation by providing me with your letter from the UNT Office of Disability Accommodation.

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 University Union (room 321) or phone (940) 565-4323.

Student Behavior in the Classroom

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 Center for Student Rights and Responsibilities 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, and field trips. The Code of Student Conduct can be found at: www.unt.edu/csrr.