EDHE 5110 Foundations of Student Development Administration
Fall 2016 * Mondays from 5:30 – 8:20 PM * Matthews 114

Instructor Information
Uyen Tran-Pacific, Ph.D. Office Hours: WTh; 1-4 pm
Uyen.Tran@unt.edu (try first) * By appointment preferred
940.597.8997 (cell) Sycamore 288
940.565.4873 (office)

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.

Objectives of the Course
At the end of the course, students will be able to…

• Identify the historical and philosophical influences and organizational structures that have guided the evolution of the student affairs profession,
• Identify the basic purpose, organization, and role of student affairs and its relationship to the academic community;
• Analyze and critique student development theory and its relation to issues of concern to the student affairs and higher education professional;
• Reflect on and analyze one’s own development in relation to theory; and
• Develop skills of analysis, synthesis, and communication (verbal and written) concerning issues pertinent to college students.

Required Text

Other readings as assigned (found online)
A Personal Note on Communication
My office hours are Wednesdays and Thursdays from 1-4 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. I strive to respond to all emails within a 24-hour period. 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. Text messages are also welcomed, but please refrain from texting me after 11 pm.

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.

Late Assignments
All assignments are due by 5:30 pm on the assigned date with the exception of the final paper. This holds true even when you plan to be absent from class. Each week an assignment is past due, a full letter grade will be deducted. An assignment that is one week past due will receive a grade no higher than a ‘B’, two weeks past due will receive no higher than a ‘C’, and so on.

Grade Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation and Engagement</td>
<td>100</td>
<td>15%</td>
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<tr>
<td>Where I Am From</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Think Piece</td>
<td>100</td>
<td>20%</td>
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<td>Campus Visit</td>
<td>100</td>
<td>30%</td>
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<td>Knowledge Assessments</td>
<td>100</td>
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<td>Final Paper</td>
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<td><strong>TOTAL</strong></td>
<td><strong>600</strong></td>
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## COURSE OUTLINE
* SDIC refers to the main textbook. Schedule is subject to change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic and Reading</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 29</td>
<td>Course Introduction&lt;br&gt;Knowledge Assessment</td>
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<tr>
<td>3</td>
<td>Sept 12</td>
<td><strong>Understanding and Using Student Development Theory</strong>&lt;br&gt;<strong>Required Readings:</strong>&lt;br&gt;1. SDIC Part One, Ch. 1-3&lt;br&gt;2. Strange, C. (1994). Student Development: The evolution and status of an essential idea (Blackboard)</td>
<td>Where I Am From due by 5:30 pm via Blackboard</td>
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<td>6</td>
<td>Oct 3</td>
<td><strong>Social Identity Development</strong>&lt;br&gt;1. SDIC Ch. 4 Social Identity: Concepts and Overview (Including Introduction to Part Two)&lt;br&gt;2. SDIC Ch. 11 Social Class and Identity</td>
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<td>7</td>
<td>Oct 10</td>
<td><strong>Race and Ethnic Identity Development Theories</strong>&lt;br&gt;1. SDIC Ch. 5 Race Identity Development&lt;br&gt;2. SDIC Ch. 6 Ethnic Identity Development and Acculturation</td>
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<td>8</td>
<td>Oct 17</td>
<td><strong>TACUSPA – No Class Meeting</strong></td>
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<td>10</td>
<td>Oct 31</td>
<td><strong>Spirituality and Faith</strong></td>
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<td>1. SDIC Ch. 9: Development of Faith and Spirituality.</td>
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<td>11</td>
<td>Nov 7</td>
<td><strong>Identity Across the Lifespan</strong></td>
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<td>12</td>
<td>Nov 14</td>
<td><strong>Reflecting on Theory to Practice</strong></td>
<td>Knowledge Assessment #2 to be completed in class</td>
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<td>1. SDIC Ch. 18 Implications and Future Directions for Practice, Research, and Theory Development</td>
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<td>13</td>
<td>Nov 21</td>
<td><strong>Team Meetings – Prep for Campus Visit Presentations</strong></td>
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<td>14</td>
<td>Nov 28</td>
<td><strong>Campus Site Visit Presentations</strong></td>
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<td>15</td>
<td>Dec 5</td>
<td><strong>Campus Site Visit Presentations</strong></td>
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<td>16</td>
<td>Dec 12</td>
<td><strong>NO CLASS</strong></td>
<td>Final Paper due by 12/12/16 @ noon</td>
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Sections of this syllabus taken or adapted from …

McGuire, M. (2015, Fall). EDHE 5110 Foundations of Student Development Administration, University of North Texas, Denton, TX.

Robinson, S. (2013, Fall). RDHE 745 Student Development Theory, Morgan State University, Baltimore, ME. Retrieved from ACPA Syllabus Clearinghouse, Washington, DC.

ASSIGNMENTS

Participation & Class Attendance (15%)
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.

Think Piece (20%)
Length: 3 to 6 pages

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). Reflect on your own undergraduate experience and consider the following questions:

- 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 “home” influence your growth and change? (Home can mean different things to different people. Utilize any definition that works for you).
• 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 class, 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?

**Where I Am From (10%)**

**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).

**Campus Visit (30%)**

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. 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. At the last class meeting(s), 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 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(s). 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.

Presentation
Length: 15 minutes for individuals; 30 minutes for teams
Each student/team will give a classroom presentation of their campus visit. 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.

Final Paper (20%)
Length: 6-8 pages, not including reference page

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 that do or do not resonate (because they apply or do not apply) to your development as a college student.
2. Describe the theories using proper citations and references
3. Discuss the commonalities and differences between your college experiences and the theories
4. Provide strengths, critiques, and limitations about each theory
5. 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?
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.

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](http://www.unt.edu/csrr).