



**HIED 658: ADMINISTRATION OF STUDENT AFFAIRS IN HIGHER EDUCATION
Fall 2015**

Class: Aug 31 – Dec 18

**Thursday, 7:40-9:59pm, UCD 312/TAMUC Education North 101
Web-Enhanced (via eCollege)**

Instructor: Derek Lester, PhD

Office Locations: Universities Center at Dallas, 1901 Main Street, Suite 430, Dallas, TX

Office Hours:

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 2pm to 4:30 pm (UCD)
- Available by appointment: In-person, phone, Skype, and Google Chat

Office Phone: (206) 407-9904

Office Fax: (214) 915-1903

University Email Address: Derek.Lester@tamuc.edu

COURSE INFORMATION

Required Textbooks:

J.H. Schuh, S.R. Jones, S.R. Harper (Eds.). (2010). *Student Services: A Handbook for the Profession* (Ed. 5). San Francisco, CA: Jossey-Bass.

Seidman, A. (Ed.). (2012). *College student retention: Formula for student success* (Ed.2). Lanham, MA: Rowman & Littlefield Publishers, INC.

Publications Manual of the American Psychological Association (6th ed.). (2010). Washington D.C.: American Psychological Association.

Recommended Readings

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2009). *Student development in college: Theory, research, and practice*. San Francisco, CA: John Wiley & Sons.

Course Description

HIED 658: Administration of Student Affairs in Higher Education - Three semester hours
Examines organizational structures and leadership and management processes associated with college and university student affairs administration. Special emphasis is given to institutional policies, planning, and coordination to support enrollment management, housing and dining, recreation services, and career services, and how these key processes contribute to the mission of public and private 2- and 4-year institutions.

Student Learning Outcomes:

- Identify professional foundations and principles of the student affairs field.
- Understand the theoretical foundations of the field.
- Understand the essential competencies required of a student affairs practitioner.

- Plan and then demonstrate a university level program.
- Apply research findings to a student affairs related content area.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Reading Commentary

Students will write a 2-page journal, about 500 words, for each chapter of the assigned readings. Reflections may be on any topic addressed in the reading. Late journals will not be accepted.

Group Led Discussions

Each group will lead several chapter discussions over the course of the semester. Chapter discussions of the Seidman text will be 25 to 30-minutes in length and include a 15 to 20-minute PowerPoint presentation of the main topics, followed by 10 to 15-minutes of discussion/application questions.

Chapter discussion length for the Schuh et al., text will be 40 to 45-minutes in length. Twenty to 25-minutes will outline the main points of the chapters. Reserve about 20-minutes for discussion.

Write a one-page summary handout of the chapter's main points. Make the handout 12-point, New Times Roman, double-spaced. No credit will be given for a two-page hand out.

Student Affairs Program

Groups will plan and then demonstrate a student affairs program based off of one chapter within the Part Five: Essential Competencies found in the Schuh et al. The program may be an event, training, or informational session that a student affairs administrator may conceivably offer within a college setting. Programs may cover: housing, academic advising, student activities, financial aid, dining services, health services, disability services, legal services, or disciplinary committees. Program presentations will be 50 to 55-minutes in length. About 20-minutes will outline the content of the chapter, 5-minutes to outline the program and rationale. The program demonstration will be 20-minutes and will involve the whole class. Conclude the presentation with a 10 to 15-minute post event discussion. Provide a one-page handout.

Research Paper

Students will write a 12 or 15-page research paper of any (instructor approved) student affairs related topic. The paper length will vary by degree, 12-pages for master's student and 15-pages for doctoral students. Paper format will be a literature review of a topic followed by an application of the research findings to practice. The focus of this paper is to identify research-based best practices and then apply the best practices to a real or theoretical college or university based student affairs context. The focus may be on program implementation, environmental factors, student integration within the campus, instructional practices, organization of programs or departments, some other issue, or the application of a theory to an organizational setting. The findings will be presented in a seven-minute presentation at the end of the semester.

A one-page draft proposal of the topic will be submitted for instructor approval. Include at least five research article references with the write-up.

A five-page second draft will be submitted for instructor review and input. Include at least four-pages of the literature review write-up, and one-page of a potential application.

The final paper will have a literature review of 12-15 articles for master's students, and 15-18 articles for doctoral students. The literature review will fall between one-half to two-thirds of the final paper length (6 to 8-pages for Masters student, 7.5 to 10-pages for doctoral students)

The outline for the paper will be:

Title
Literature Review
Application
Conclusion
References

Final Exam

The final exam will be a cumulative exam of major points covered during the semester and an essay where a student development theory will be used to create a student development program. More details will be provided as the semester progresses.

Attendance Policy

Class attendance and participation is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. Three absences will not affect a student's grade. A fourth absence will result in a loss of 5% participation points.

Participation

Five-percent of the total course grade is dependent on individual students' class participation. Every student is expected to contribute to class discussion every class period.

Writing Requirements

All papers will apply APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 50% of grade
- Organization and coherence: 30% of grade
- Appropriate grammar, punctuation, spelling: 15% of grade
- Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition) for papers submitted for presentation or publication (5% of grade). Non-cited statements within a paper will result in a loss of points in accordance with the 5% earned for APA format and citation.

Grading

- Group Led Discussions (25%)
 - Power Point (6%)
 - Content (12%)
 - Discussion Questions (12%)
- Research Paper (25%)
 - 1-page proposal (Research paper topic, references) (2%)
 - 5-page draft two (5%)
 - 12 to 15-page research paper (13%)

- Presentation (5%)
- Program (25%)
 - 1-page proposal (program topic, sources) (2%)
 - Program Write-up (13%)
 - Presentation (10%)
- Final Exam (10%)
- 2-page commentary of each assigned reading. (10%)
- Participation (5%)

A =	4.0 = 90-100%
B =	3.0 = 80-89%
C =	2.0 = 70-79%
D =	1.0 = 65-69%
F =	0.0 = <65%

TECHNOLOGY REQUIREMENTS

Internet-based research is required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library and campus computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement:

Email me at Derek.lester@tamuc.edu. I will reply to emails within 48 hours. I may also be reached on my cell phone: 206.407.9904.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Academic Honesty

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

Technology Use

Personal use of computers, cell phones, or tablets is not permitted during the class session.

Late Assignments

An electronic or hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) and continues to 11:59 pm. Late assignments may be turned in via email.

Examination Policy

Exams are timed and closed book.

Religious Holidays Policy

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Also, I am available to help with the writing process during office hours and by appointment.

University Specific Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. See *Code of Student Conduct from Student Guide Handbook*.

COURSE OUTLINE / CALENDAR

COURSE SCHEDULE FOR FALL 2015

<u>Date</u>	<u>Topic</u>	<u>Reading(s)</u>
Sept 3	Intro to Course: Course Requirements Program Information Term Projects Literature Review Info Historical Overview of American Higher Education Institutional Variety	 Ch 1 - DL Ch 2 - DL
Sept 10	Development of Student Affairs Part Three Intro The Nature and Uses of Theory Psychosocial and Cognitive-Structural Perspectives Group Program Choice	 Ch 4 135-148-DL Ch 8 - DL Ch 9 - DL
Sept 17	Perspectives on Identity Development Student Learning Organizational Theory	 Ch 10 Ch 11 Ch 12 - DL
Sept 24	Campus Climate and Diversity Philosophies and Values Ethical Standards and Practices Paper Draft One Due	 Ch 3 Ch 5 Ch 6
Oct 1	Campus Ecology and Environments Student Success Framing Student Affairs Practice	 Ch 13 Ch 14 Ch 15
Oct 8	Seidman Seidman Seidman Program & Paper Review – Second Draft Due	 Ch 1 Ch 2 Ch 3
Oct 15	Strategy and Intentionality in Practice Assessment and Evaluation Group Program Presentations (Demo of Essential Competencies)	 Ch 16 Ch 18
Oct 22	Seidman Seidman Group Program Presentations	 Ch 4 Ch 6
Oct 29	No Class - Writing Day (SACSA Conference)	
Nov 5	No Class – Writing Day (ASHE Conference)	

Nov 12	Seidman Seidman Group Program Presentations	Ch 7 Ch 8
Nov 19	Seidman Seidman Group Program Presentations	Ch 10 Ch 11
Nov 27	No Class – Thanksgiving	
Dec 4	Seidman Using Research to Inform Practice Student Technology Use and Student Affairs Shaping the Future	Ch 12 Ch 29 - DL Ch 30 Ch 31 - DL
Dec 11	Final Presentations Final Paper Due	
Dec 18	Final Presentations Final Exam	