



HIED 658: ADMINISTRATION OF STUDENT AFFAIRS IN HIGHER EDUCATION

Fall 2016

September 1 - December 15

Friday, 5:00 – 7:20pm

UCD 312/TAMUC Education North 101

Web-Enhanced (via eCollege)

Instructor: Derek Lester, PhD

Office Locations: Universities Center at Dallas, Pacific Place, 1910 Pacific Ave, Floors 2 - 4, Dallas, TX

Office Hours:

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 1pm to 4:00 pm (UCD)
- Available by appointment: In-person, phone, Skype

Office Phone: (206) 407-9904

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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

Bess, J. L., & Dee, J.R. (2012). *Understanding college and university organization: Theories for Effective Policy and Practice*. (Vol. 1). Stylus Publishing, LLC.

Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (20). *Student development in college: Theory, research, and practice*. San Francisco, CA: John Wiley & Sons.

Kuh, G. D., Kinzie, J., Schuh, J. H., & Whitt, E. J. (2011). *Student success in college: Creating conditions that matter*. John Wiley & Sons.

Marion, R., & Gonzales, L. D. (2013). *Leadership in education: Organizational theory for the practitioner*. Long Grove, IL: Waveland Press.

McClellan, G. S., & Stringer, J. (Eds.). (2011). *The Handbook of Student Affairs Administration: (Sponsored by NASPA, Student Affairs Administrators in Higher Education)*. John Wiley & Sons.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students* (Vol. 2). K. A. Feldman (Ed.). San Francisco, CA: Jossey-Bass.

Patton, L. D., & Renn, K. A., Guido, F. M., Quaye, S.J. (2016). *Student development in college: Theory, research, and practice*. Jossey-Bass & Preiffer. ISBN-13: 978-1118821817

Course Description

HIED 658: Administration of Student Affairs in Higher Education - Three semester hours Examines organizational structures, 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.
- Format papers according to the APA 6th Edition.
- Begin to view the world and process information as social scientists.
- Begin to use theory-based reasoning to organize student affairs programming.

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.

Chapter Discussions

Each individual will lead one chapter discussion over the course of the semester. Chapter discussions of the Seidman text will be 30 to 35-minutes in length and include a 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 35 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 a chapter's main points. Make the handout 12-point, New Times Roman, double-spaced.

Student Affairs Program

Groups of three to five will plan and then demonstrate a student affairs program based off of one chapter within the Part Five: Essential Competencies found in Schuh et al. (2010). 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 of program rationale, descriptions, and desired outcomes.

Research Paper

A list of theories are found in Schuh et al. (2010), on pages 138-148, or in Patton et al. (2015).

Students will write a 10 or 15-page research paper of any (instructor approved) student affairs related topic. The paper length will vary by degree: 10-pages for master's student and 15-pages for doctoral students. The findings will be presented in a six to seven-minute presentation at the end of the semester.

Masters students. Paper format will be a description of one theory followed by an application of the specific points of that theory to practice. The focus of this paper is to begin to understand a theory and then apply the points of theory to a real or theoretical college or university-based student affairs context. The focus may be on program implementation, changing environmental factors, student integration within the campus, instructional practices, organization of programs or departments, or some other issue. The main point of this paper is to learn to create a program with activities that are theory based and are created to bring about a specific outcome as predicted by the theory. (The paper will fall between 10 to 12-pages or content.)

Doctoral students. The paper format for doctoral students will be a description of a theory, a literature review of research examples that used the theory, followed by an application of the theory to practice. The focus of this paper is to identify a student affairs related theory (student development or organization theory) and then apply the theory to a real or theoretical college or university based student affairs context. The focus may be on program implementation, changing environmental factors, student integration within the campus, instructional practices, organization of programs or departments, or some other issue. The findings will be presented in a seven-minute presentation at the end of the semester. (The paper will fall between 15 to 17-pages or content.)

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 10 articles for doctoral students.

The outline of the paper for Masters students:

Title
Theory Description (3 to 4-pages)
Application
Setting Description (3-pages)
Application of Theory to Setting (3 to 4-pages)
Conclusion
References

The outline of the paper for Doctoral students:

Title
Theory Description (3-pages)
Literature Review of Theory Application (4-pages)
Application
Setting Description (3-pages)
Application of Specific Theory Details to Setting (5-pages)
Application of Research Findings to Setting (2-pages)
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 outline and then 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: 25% of grade
- Writing quality and coherence: 25% of grade
- Appropriate grammar, punctuation, spelling: 25% 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 25% 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.

Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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

Date	Topic	Reading(s)
Sept 1	Intro to Course: Course Requirements Program Information Term Projects Literature Review Info Institutional Variety	Ch 2 - DL
Sept 8	Historical Overview of American Higher Education Development of Student Affairs Part Three Intro The Nature and Uses of Theory Psychosocial and Cognitive-Structural Perspectives Group Program Choice	Ch 1 Ch 4 135-148-DL Ch 8 - DL Ch 9 – DL
Sept 15	Perspectives on Identity Development Student Learning Organizational Theory Paper Draft One Due - UCD	Ch 10 Ch 11 Ch 12 (Doc)
Sept 22	Campus Climate and Diversity Philosophies and Values Ethical Standards and Practices Paper Draft One Due - TAMUC	Ch 3 Ch 5 Ch 6
Sept 29	No Class - Writing Day	
Oct 6	Campus Ecology and Environments Student Success Framing Student Affairs Practice	Ch 13 Ch 14 Ch 15
Oct 13	Seidman Seidman Seidman Group Program Review – Second Draft Due Paper Draft Two Due - UCD	Ch 1 Ch 2 Ch 3
Oct 20	Strategy and Intentionality in Practice Assessment and Evaluation Group Program Presentations (Demo of Essential Competencies) Paper Draft Two Due - TAMUC	Ch 16 Ch 18
Oct 27	Seidman Seidman Group Program Presentations	Ch 4 Ch 6

Nov 3	Seidman Seidman Group Program Presentations	Ch 7 Ch 8
Nov 10	No Class – Writing Day (ASHE Conference)	
Nov 17	Seidman Seidman Group Program Presentations In-class review of papers	Ch 10 Ch 11
Nov 24	No Class – Thanksgiving	
Dec 1	Seidman Using Research to Inform Practice Student Technology Use and Student Affairs Shaping the Future In-class review of papers	Ch 12 Ch 29 - DL Ch 30 Ch 31 - DL
Dec 8	Final Presentations Final Paper Due	
Dec 15	Final Presentations	