



A&M
COMMERCE

HIED 658 Administration of Student Affairs in Higher Education
COURSE SYLLABUS: Fall 2024

Instructor: Dimitra Smith, PhD; Professor

Department: Department of Higher Education and Learning Technologies

Office Hours: Available by appointment on Tuesdays (10:00 -12:00 noon CST on campus); and on Wednesdays (10:00 am-1:00 pm CST via distance communication). By appointment.

University Email Address: Dimitra.Smith@tamuc.edu

Preferred Form of Communication: Email

Communication Response Time: Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received.

COURSE INFORMATION

Required Textbooks:

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

(**There is the 6th edition of this book, but we will use the 5th edition for the class as it is more relevant and consistent with course contents and structure)

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

Publications Manual of the American Psychological Association (7th ed.). (2019). Washington D.C.: American Psychological Association. (If you already have 6th edition, that is totally fine. But, please make sure that you are fully aware of what has changed in APA Style between the 6th and 7th edition)

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.

Patton, L. D., & Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *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*

The syllabus/schedule are subject to change at the instructor's discretion.

- 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 and diverse student affairs divisions, including admissions and orientation, housing and dining, recreation services, career services, counseling and health services, advising, and residence life, 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, develop, and demonstrate a university-level program.
- Learn and apply theory to practice for student affairs divisions.
- Apply research findings to a student affairs-related content area.
- Begin to view the world and process information as a social scientist.
- Begin to use theory-based reasoning to organize student affairs programming.
- Format papers according to the APA 6th or 7th Edition.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Student Affairs Program Practice

This assignment will be completed in steps. Each student will identify a competency within Part Five: Essential Competencies, found in Schuh et al. (2010). Each student will then identify a student affairs program. 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. Each student will then submit a two-page paper outlining the competency and the essential role of the competency in the identified student affairs program of choice. This assignment will be completed from Module 1 to Module 4, and detailed instructions will be provided during each Module (Please see Appendix A for detailed instructions).

Discussion post

The syllabus/schedule are subject to change at the instructor's discretion.

- For each posted discussion question, please answer to the question by Wednesday of the week 1 of the module; then please respond to at least two of your peers by Saturday of the second week of the module. The purpose of on-line discussion posts is to help facilitate understanding of the material during class. Discussion posts will add to the depth of discussions during the course.
- *On discussion posts, both the initial post and at least 2 responses to your peers must be completed. No partial credit will be given for half posts (e.g. including either an initial post or responses to your peers). Both an initial post and at least 2 responses to your peers must be included. Failure to include all 3 component (1 initial post and at least 2 responses to your peers), will result in a zero "0" grade.

Assignment Requirements

**Late assignments will not be accepted. All modules are provided in advance to allow for some flexibility.

Discussion post

- For each posted discussion question, please answer to the question by Wednesday of the week 1 of the module; then please respond to at least two of your peers by Saturday of the second week for each module. The purpose of on-line discussion posts is to help facilitate understanding of the material during class. Discussion posts will add to the depth of discussions during the course.

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Use 12-point, Times New Roman font, and double-space. Normal margins: one inch on the left, right, top, and bottom.

Grading

- Discussion Forum 5 points for each module
- Student Affairs Program 20

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

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system: D 2 L system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

The syllabus/schedule are subject to change at the instructor's discretion.

The learning process will be conducted via weekly modules with course contents, PPT lectures, course discussions, assignments and assignment feedback, and peer review works. Additionally, one on one faculty-student meeting is available when required.

Student Responsibilities or Tips for Success in the Course

- Log into the course website regularly (preferably every other day).
- Expected amount of weekly study and participation time is 12 to 15 hours per week.
- Be prepared to be an active learner and participant for the class.
- Feel free to contact the instructor when you need help.
- Please submit all assignments on time. Late assignments are not accepted.
- Assignments that you complete for this course should not have been used in other courses.

Writing Requirements

All papers are to follow 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. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition).

Check out these resources before you start

APA information:

<http://www.apa.org/education/ce/4210701.aspx> \$80

<https://owl.english.purdue.edu/owl/resource/560/01/> --everything you need to know in manageable chunks, by topic

<https://owl.english.purdue.edu/owl/resource/560/24/> --APA 6th edition

<https://karenbrooks.wikispaces.com/file/view/APA+6th+Edition+Tutorial+from+Purdue+Owl.p df> – PPT on APA formatting and style

Plagiarism:

<http://www.youtube.com/watch?v=EF5eFeJMplA>

<https://owl.english.purdue.edu/owl/resource/589/1/>

<http://www.youtube.com/watch?v=9z3EHlOa9HI>

Paraphrasing:

<http://www.youtube.com/watch?v=sgMJ16WUEPg> *basic but helpful (8 mins)

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<http://www.youtube.com/watch?v=nSGzuxbdheI>

<https://owl.english.purdue.edu/owl/resource/619/1/>

Citation Style:

https://owl.english.purdue.edu/media/pdf/20110928111055_949.pdf

TECHNOLOGY REQUIREMENTS LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

COURSE AND UNIVERSITY PROCEDURES/POLICIES

The syllabus/schedule are subject to change at the instructor's discretion.

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedures 13.99.99.R0.01](#)

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

Graduate Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf>

Students with Disabilities-- ADA Statement

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

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Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



AI use policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty