Syllabus

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Office Hours: Tuesdays 4:00 – 5:00p or by appointment

Course Information: EDAD 5351.001—Higher Education Administration and Student Affairs

Time and Place of Class Meetings: Tuesdays 5:30 – 8:20p; Trimble Hall 119

Course Description: This course is designed to introduce students to the organization, management, and philosophy of higher education administration and student affairs at post-secondary institutions. It explores the range of services and organizations associated with the wide range of positions that exist in student and academic affairs and helps students gain a better understanding of the potential career opportunities that await them after graduation.

Student Learning Outcomes:

By the end of the course, students should be able

- To understand student affairs history, as well as professional and theoretical foundations, and be able to explain key principles
- To identify and describe various organizational, financing, and assessment models for student affairs
- To become acquainted with higher education and student affairs journals and research
- To gain an awareness and understanding of student affairs competencies
- To predict and articulate the role of student affairs in the future of higher education

Required Text:

Shuh, J.H., Jones, S.R., Harper, S.R., & Associates (Eds). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco, CA: Jossey-Bass. ISBN 978-0-470-45498-5; ISBN 978-0-470-77050-4 (ebk); ISBN 978-0-470-87214-7 (ebk); ISBN 978-0-470-87215-4 (ebk).

Recommended Resource:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Any additional course materials will be made available in Blackboard.

This syllabus is current as of 30 August 2016 and revised 15 September 2016. I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.

EDAD 5351: Higher Education Administration and Student Affairs

Course Assignments and Quizzes

1. Participation – 36 points (2 facilitations @ 4 points each and 14 days @ 2 points each)
Each class, several students will be randomly selected to share their reflections and insights on course readings. Each student should respond to the following questions for each of the required readings:

- What did you find particularly interesting about the readings? (1 point)
- What surprised you? What was something new to you? (1 point)
- Discussion question for the group. (2 points)

Students will be asked to share their responses for one chapter with the class. Each student will be selected at least twice over the course of the semester.

2. Quizzes – 9 points (3 quizzes, 3 points each)
There will be three unannounced closed-book quizzes over the course of the semester. These 15-minute quizzes will assess your reading in between quizzes (that is, they are not cumulative).

3. Reflective Journals - 15 points (3 journal entries, 5 points each)
In **three-pages** (one page for each journal), reflect and submit the following journals:
Journal #1 (6 September): Reflect on your goals for this course as well as the master's program. How did you decide to pursue a career in student affairs? Why do you believe the field of student affairs is a good fit for you? What strengths do you bring to the field? What areas or competencies would you like to work on in this program? You are not required to cite the course textbook. Refer to *Submitting Assignments* on page 3 (1 point). *Submit via Blackboard Assignments.*

Journal #2 (18 October): Reflect on your mid-semester progress in the class. What are you doing well to learn in class? What areas of improvement do you need to address to learn in this class? What suggestions, if any, do you have for your instructor and peers? Regarding your long-term goals, describe your future "dream job." You are not required to cite the course textbook. Refer to *Submitting Assignments* on page 3 (1 point). *Submit via Blackboard Assignments.*

Journal #3 (29 November): Reflect on your end of semester progress in this class. What helped/hindered most with your learning? Was there anything you learned that was particularly helpful to you? What did the instructor do that was particularly effective? What could the instructor do to become more effective? You are not required to cite the course textbook. Refer to *Submitting Assignments* on page 3 (1 point). *Submit via Blackboard Assignments.*

4. Group Case Study Portfolio – 53 points (11 parts, points may vary)
In teams of four, students will submit the following components to comprise an institutional case study. Teams will create an electronic portfolio with section dividers for the Introduction, Resumes and Team Roles and Responsibilities, Part 1, Part 2, Part 3, Appendices, and References. The portfolio must include:

1. Title Page: Institution name, team members' names, date of submission (1 point)

2. Table of Contents (1 point)

3. Introduction: Paragraph introducing your case study and describing the structure of your portfolio (1 point)

4. Current resumes of each team member (1 point)

5. List (on a separate page) of the roles and responsibilities of each team member for this group project (1 point)

6. Part 1 – Institutional Site (4 October): Three- to five-page (excluding cover page and references) summary of your team's selected institution. This summary must include a summary of brief institutional history, mission and vision statements, strategic plan and institutional goals, student demographics and trends, and faculty/staff administrators' demographics. Please include an organization chart for your institution. Each team will provide a 5-10 minute presentation on their institution. *Part 1 is worth 15 points*.

7. Part 2 – Division of Student Affairs (1 November): Five- to seven-page (excluding cover page and references) summary of division of student affairs within your selected institution. This summary must include a summary of the division's history, mission and vision statements, strategic plan, as well as its approach to one of the competencies (Part 5). Please include an organizational chart of the division of student affairs. Your team is required to interview at least one student affairs administrator who is part of the executive-level leadership (assistant/associate dean, dean of students, assistant/associate Vice President, or Vice President of Student Affairs). One person from the team can conduct the interview. Include the contact information and questions you asked as an appendix. Each team will present a 10-minute presentation on their institution. *Part 2 is worth 15 points.*

8. Part 3-Functional Area (6 December): In seven to ten pages (excluding cover page and references), Create an action plan for a functional unit within the division of student affairs at your selected institution. Your team is required to interview at least one administrator from the selected unit to inquire into the areas of growth/development. One person from the team can conduct the interview. After identifying areas of improvement, your team will propose five initiatives to assist the department obtain its stated goals. Each initiative must identify: 1) Learning outcomes, 2) Assessment, 3) Person responsible (position title, not an individual person), and 4) How to use evaluation for future goals. Each team will create a 15-minute presentation on their action plan. *Part 3 is worth 15 points.*

9. Appendices: Interview contacts and questions (1 point)

10. References (1 point)

11. Section dividers (1 point)

Submitting Assignments
Students are expected to complete all readings and assignments by the due dates stated in the assignment schedule. **All file names must include your last name and the name of the assignment being submitted** (e.g., Barron_ReflectiveJournal). All assignments should be a Word document and include a cover sheet with your name, a title, and the date of submission.

Assignments should be submitted on 8.5"x11" white paper, **11 or 12 point font of Times New Roman** *only*. Papers should have correct APA (6th Ed.) cover pages, citations, reference lists, headings, and subheadings. *The grades for assignments that are submitted late will be lowered half a letter grade for each day they are late.*

Assignment Schedule   Page | 4
Readings and assignments are due on the class day on which they are listed.

NO.	DATE	SESSION/TOPIC	READINGS/ASSIGNMENTS
1	Tuesday, 30 August	**Orientation** • Welcome • Introductions • Review Syllabus • Expectations	• Course Syllabus • Video & Discussion: Did You Know? (2028) • Video & Discussion: The Future of Work
2	Tuesday, 6 September	**Part One** Historical and Contemporary Context	• Chapters 1-3 • **Journal 1**
3	Tuesday, 13 September	**Part Two** Professional Foundations and Principles	• Chapters 4-5
4	*Tuesday,* 20 September	**Part Two** Professional Foundations and Principles	• Chapters 6-7
5	*Tuesday* 27 September	**Part Three** Theoretical Bases of the Profession	• Chapters 8-10
6	*Tuesday* 4 October	**Part Three** Theoretical Bases of the Profession Part 1 Case Study Presentations	• Chapters 11-12 • **Case Study, Part 1**
7	*Tuesday* 11 October	**Part Three** Theoretical Bases of the Profession	• Chapters 13-14 •
8	*Tuesday* 18 October	**Part Four** Organizing and Managing Programs and Services	• Chapters 15-16 • **Journal 2**

9	*Tuesday* 25 October	**Part Four** Organizing and Managing Programs and Services	• Chapters 17-18
10	*Tuesday* 1 November	**Part Five** Essential Competencies Part 2 Case Study Presentations	• Chapters 19-21 • **Case Study Part 2**
11	*Tuesday* 8 November	**Part Five** Essential Competencies	• Chapters 22-23
12	*Tuesday* 15 November	**Part Five** Essential Competencies	• Chapters 24-25
13	*Tuesday* 22 November	**Part Five** Essential Competencies **Independent Study**	• Chapters 26-28
14	*Tuesday* 29 November	**Part Six** The Future	• Chapters 29-31 • **Journal 3**
15	*Tuesday* 6 December	Part 3 Case Study Presentations **Closure**	**Case Study Part 3**

This syllabus is current as of 30 August 2016. I reserve the right to adjust this syllabus to meet the educational needs of the students enrolled in this course. Please check Blackboard for the most current course syllabus.

Performance Assessments and Grade Calculation:

Grade Component	Points
Syllabus Acknowledgement	10
UT Arlington Honor Code Assent	10
Dispositions Acknowledgement	10
Participation and Discussions	36 (2 facilitations @ 4 points each and 14 days @ 2 points each)
Quizzes	9 (3 points each of 3)
Reflective Journals	15 (3 points each of 5)
Group Case Study Project	53
TOTAL	**143**

Scale for final course grades:

The final grade is the percent of total points earned (total points earned divided by total possible points).

Levels of Proficiency: 90-100=A; 80 – 89=B; 70-79=C; 60-69=D; 0 – 59=F

About the Professor:

Dr. Carrie Barron Ausbrooks holds a Ph.D. in educational administration, with a minor in computer education and cognitive systems. Other relevant degrees include a baccalaureate degree in business administration and master's degree in vocational-technical education, with a minor in business computer information systems.

She has over 30 years of experience in education as business-computer science educator, public school administrator in a large urban school district, graduate research university faculty, and university administrator. She has served as Associate Dean for Assessment and Associate Dean for Academic Affairs in the College of Education, and before joining UT Arlington was Co-Director for the UNT Center for Education Law, Administration and Policy and Associate Director for the UNT Center for the Study of Education Reform.

Her specializations include education law; program/unit assessment; organizational systems, theory and behavior; education policy and governance; and school choice and education reform. University courses taught include beginning and advanced education law, higher education law, theoretical foundations, educational policy, educational governance, and introductory courses in educational administration. Prior to entering the field of education, she was in the private (business) sector.

Policies:

Class Attendance: At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I take attendance at the beginning of each class session. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

Class Expectations. This course is designed to engage students in active learning toward enhancing the knowledge and skills expected for graduate level expertise. Full participation in

course activities, assignments, discussions, reflections and inquiry investigations is expected and required. All students are expected to access the learning materials as required and complete assignments, discussions, and reflections and submit them in Blackboard by the specified deadline. Assignments will be assessed electronically via Blackboard.

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, and preparing for quizzes, etc.

Grading: The final grade is the percent of total points earned (total points earned divided by total possible points).

Levels of Proficiency: 90-100=A; 80 – 89=B; 70-79=C; 60-69=D; 0 – 59=F

Policy on Granting an Incomplete: Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

The Office for Students with Disabilities, (OSD) www.uta.edu/disability or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)   www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Non-Discrimination Policy: *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit* uta.edu/eos*.*

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

Academic Integrity: Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

> *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*
>
> *I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule* 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/.

Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

Electronic Devices: Contemporary electronic devices, such as smart phones, tablets, and iPads are equipped with features that enable the user to mute them in a variety of ways. Therefore, students who have such devices are expected to have sufficiently muted them before class begins to avoid disturbing others and disrupting class activities.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

Final Review Week: for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located at either end of the breezeway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Writing Standards: Class participants who enroll in this course are considered graduate university students, whether part-time or full-time. Effective communication skills are demanded in today's competitive world, and individuals are often judged based upon their proficiency in the use of the language. Therefore, high written standards (including adherence to specifications and use of acceptable grammar, punctuation and spelling) are expected on formal assignments and will be applied in grading assignments. However, with non-formal communication; e.g., email, consideration will be given to the message rather than to the format.

Student Support Services: The University of Texas at Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

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The IDEAS Center (2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

The English Writing Center (**411LIBR**): The Writing Center Offers free tutoring in 20-, 40-, or 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Our hours are 9 am to 8 pm Mon.-Thurs., 9 am-3 pm Fri. and Noon-6 pm Sat. and Sun. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, workshops, and specialized services for graduate students are also available. Please see www.uta.edu/owl for detailed information on all our programs and services.

The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation. http://library.uta.edu/academic-plaza

Librarian to Contact: Andy Herzog, amherzog@uta.edu, 817.272.7517.

Professional Dispositions: Each candidate in the College of Education at UT Arlington will be evaluated on Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a highly-qualified professional. Instructors and program directors will work with candidates rated as "unacceptable" in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any digressions.

College of Education Conceptual Framework: The conceptual framework of the UT Arlington College of Education was developed collaboratively and has evolved over time. Following the identification of a set of core values held by all involved in the preparation of candidates enrolled in the College, members of the University, PK-12 districts, higher education institutions, and area

business and foundation communities worked together to develop a shared vision for education.

All activities in the College are guided by the premise that we are Partners for the Future, committed to fostering critical, creative thinkers prepared to engage meaningfully in a dynamic society. This premise is characterized and distinguished by three core values: Professionalism, Knowledge, and Leadership. Research, Diversity, and Technology are themes woven throughout each core value. The College mission, core values, and themes serve as the coherent thread running through all professional programs, guiding the systematic design and delivery of clinical/field experiences, course curricula, assessments, and evaluation. The Conceptual Framework consists of six interrelated and interacting components, which are viewed as essential contexts for the shaping of informed, skilled, and responsible partners:

- The first core value, **Professionalism**, represents the contention that candidates develop an expertise and specialized knowledge of their field. A high quality of work, standard of professional ethics and behaviors, as well as work morale and motivation are all necessary factors of a developed interest and desire to excel in job performance.

- The second core value, **Knowledge**, represents candidate theoretical or practical understanding of a subject. In today's world, candidate knowledge includes not only academic content mastery, but also skills such as critical thinking, communication, technology literacy, and collaboration, each required for success in college, life, and career.

- The third core value, **Leadership**, represents candidate ability to organize, assist, and support others in the achievement of a common task. Candidates develop and refine their leadership skills within the context of their interactions with PK-20 students, curricula, faculty, and other professionals. The additional three components of the model, Research, Diversity, and Technology, represent themes woven into the core values:
  - **Research** encompasses the investigation of ideas and theories with the purpose of discovering, interpreting, and developing new systems, methods, and support for knowledge, behaviors, and attitudes.

  - **Diversity** is an indispensable component of academic excellence. A commitment to diversity means a dedication to the inclusion, welcome, and support of individuals from all groups, encompassing the various characteristics of persons in our community such as race, ethnicity, national origin, gender, age, socioeconomic background, religion, sexual orientation, and disability.

  - **Technology** is emphasized throughout all programs and is used to support and improve content delivery and student learning.

All components lead to the achievement of one goal–the development of informed and responsible Partners for the Future–who are committed to fostering analytical, innovative thinkers prepared to engage meaningfully in a dynamic society.

Emergency Phone Numbers: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.