ON AND OFF CAMPUS STUDENT HOUSING: A COURSE DEVELOPED FOR
RESIDENTIAL PROPERTY MANAGEMENT UNDERGRADUATE AND GRADUATE
STUDENTS

A THREE HOUR CREATIVE PROJECT
SUBMITTED TO THE GRADUATE SCHOOL
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE
MASTER OF ARTS
BY
KAY L. PIOTROWICZ

ADVISER – CARLA EARHART, PH.D.
BALL STATE UNIVERSITY
MUNCIE, INDIANA
JULY 2009
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CHAPTER ONE
INTRODUCTION

Statement of Purpose

Housing will always be needed no matter what stage of life one is in. Those who are students at a college or university will need a place to live while attending school. Whether it is home with their parent/guardian, in a residence hall on campus, or an off campus house/apartment, the student will need a place to call home during their higher education career. According to the U.S. Department of Education’s National Center for Education Statistics, enrollment at four year institutions will increase from 17.8 million in 2006 to 20.1 million in 2017 (National Center for Education Statistics, 2008). With the population of students increasing, student housing will be in high demand.

Ball State University (Muncie, Indiana) has offered a Residential Property Management (RPM) undergraduate degree since 1999 and a graduate degree since 2003. Currently within the Residential Property Management program, there are two specialized courses at the graduate and undergraduate level: Senior Housing and Government Assisted Housing. It has been discussed by the RPM Advisory Board, as well as by students, that a course concentration in student housing would be a great addition to the current curriculum for the RPM program.

Ball State is one of only eleven colleges or universities in the United States that offer a degree or certificate concentration in property management (National Apartment Association, 2008). This creative project was designed to provide the RPM program at Ball State with an additional course for undergraduate and graduate students who have an interest in student
housing. At this time, no other school offers a course specifically addressing student housing. This would not only set Ball State apart from other schools with Residential Property Management programs, but would provide information that is not currently being taught to those who are the future of the property management industry. Property management companies that particularly focus on student housing will benefit from graduates who have had coursework with a specific focus on student housing.

This seminar course was developed for undergraduate and graduate students, and will explore the challenges and solutions in off campus and on campus student housing at the college and university level. Students will investigate and examine, as well as be exposed to student housing options through research projects and field experiences. The following objectives are to be achieved through the course lectures, assignments, projects and field experiences:

- Describe physical, mental, emotional, social and financial characteristics of students and the parents/guardians involved in selecting housing for the student.
- Analyze the housing related needs and wants of students while pursuing higher education.
- Evaluate existing student housing on the basis of design, marketing and management practices.
- Investigate student housing options across the United States and other countries.
- Identify student housing challenges and solutions.
- Evaluate career opportunities in the student housing industry.

**Definition of Terms**

*Residential Property Management* – Also referred to as RPM, is another term for Real Estate Management. RPM is a career field in which people work in the multi-family housing industry (National Apartment Association, 2009).
**Student Housing** – Housing specific to college and university students living on or off campus. For the purpose of this project, student housing includes on campus residence halls, apartments available both on campus as well as off campus, and private rental housing.

**Turn** – Maintenance staff work on a recently vacated apartment and prepare it for the next resident by fixing items that may be broken, upgrading appliances if needed, replacing carpet, repainting the apartment walls and cleaning.

**Echo Boomers** – Born of the Baby Boomer Generation, this generation was born between 1982 and 1995 (Lindstrom, 2005).

**Individual Contract Apartments** – Designed as double- and/or single-occupancy rooms with private or shared bathrooms. Includes separate living area/study and kitchen or kitchenette. Rented by the bed space (Balogh et al, 2005).

**Limitations**

The major limitation to this project is the lack of academic research focusing on both on and off campus student housing. It is for this reason that many of the assignments and projects developed for this course encourage students to be involved with current on and off campus housing located on college campuses or in nearby areas.

**Summary**

Due to the recommendation from current RPM students and members of the RPM Advisory Board, a course focusing on student housing would be a great addition to the current RPM program at Ball State. It is the purpose of this creative project to produce a seminar course for undergraduate and graduate students in the RPM program at Ball State. This seminar will explore the challenges and solutions to on and off campus student housing at the college and university level.
CHAPTER TWO
REVIEW OF LITERATURE

Introduction

Student housing is a segment of the property management industry that is growing and will continue to do so since the attendance at public and private institutions is to increase 15.3 million to 18.2 million from 2000 to 2013 (US Department of Education’s National Center for Statistics, 2009). With the increase in student population at colleges and universities, a number of challenges in student housing will arise. A course in student housing, focusing on these challenges, both on and off campus, will be beneficial to those in the property management industry, particularly those in an RPM academic program.

Challenges in Student Housing

The growing population of students’ attending colleges and universities create a number of challenges in student housing. These challenges include public funding to support the demand for adequate housing, the increasing number of students attending higher education institutions each year and the lack of money available by those students for student housing, and meeting the needs and wants of today’s college students.

As public funding is being cut, many colleges and universities cannot keep up with the demand of student populations, nor are they able to provide adequate housing for students (Bekrus, 2007). Alternative actions are being taken on many campuses nationwide where institutions are beginning to outsource the construction and management of housing for students.
on campus. As this begins to happen, students are starting to weigh whether to stay on campus or move off campus.

On Campus Living

Design of on campus housing is changing and institutions are choosing to upgrade or renovate their older residence halls or construct new buildings to accommodate the Echo Boomers. According to Balogh, Grimm and Hardy (2005), 88 institutions around the United States and internationally began construction of various living types in 2001 to meet the needs and interests of the increasing student population (see table 1.1). Doreen Riley, Vice President for University Advancement at John Carroll University, states that the number of undergraduate students living on campus will increase (Moltz, 2008). With the rising cost of gas, food and rent, students feel that living on campus will be a lot less expensive. Therefore, campuses are beginning to see a change in the number of students staying on campus for more than just one year (Moltz, 2008).

Off Campus Living

Not only are universities building individual contract apartments and apartments for students, the property management industry has seen an increase in management companies specializing in off campus student housing. The National Multi Housing Council (NMHC) states that students actually prefer living off campus because of the space, cost and freedom from university rules (NMHC, 2007). Additionally, students feel that off campus housing gives them a sense of privacy compared to on campus living. Apartment communities that offer amenities and features such as a pool, tanning, fitness center, large kitchens, private bathrooms and a parking
spot near the home entice many students. Newer apartment communities are developing similar to universities, with individual contract apartment buildings and apartments.

The student housing profession must be aware of the Echo Boomers’ expectations.

According to NMHC (2007), there are ten key components of an ideal student dwelling:

♦ Large, fully-equipped kitchen separated from the living room by a half-wall, the top of which serves as a breakfast bar.
♦ Large bathroom.
♦ Bathrooms shared by no more than two roommates.
♦ Washer/dryer in the apartment, for which students are willing to pay an additional monthly fee.
♦ Guest half-bath or some other arrangement that allows guests to use bathrooms without having to go through someone’s bedroom.
♦ Abundant closet and storage space.
♦ Balcony or patio.
♦ Generous windows (that open) so the apartment is flooded in light.
♦ Effective soundproofing.
♦ A floor plan that puts the bedrooms as far from the living room as possible.

In addition to these ten key components, NMHC believes students also find the following amenities appealing when searching for a home:

♦ Full-length mirrors.
♦ Ceiling fans, especially in the living room and bedrooms.
♦ Kitchen exhaust fans vented to the outside.
♦ Abundant power outlets, especially in the kitchen and bedrooms for small appliances, computers, peripherals, chargers, stereo equipment, and TVs.
♦ Automatic ice maker in the refrigerator.
♦ Walk-in kitchen pantries.
♦ Utility closet for storing mops, brooms, ironing boards, vacuum, etc.
♦ Small linoleum-floored entry area (for wet muddy shoes and gear) with a coat closet.
♦ Lights in all closets.
♦ Beds with under-bed storage or built-in drawers.
♦ An accent wall (paint) in the living room.
♦ Additional storage, for which students seemed willing to pay extra.

Not only does off campus housing include apartment communities, but houses may be individually rented from private owners. According to Gary Blumberg (2003), privately operated student housing is the most challenging side of the apartment industry. This is due to the unit turns that have to take place in such a short amount of time, as well as dealing with short term
lease paperwork. School is only nine months out of the twelve month year, therefore most apartment communities and rental homes will charge a premium for a short term lease.

**Figures and Tables**

**Table 1.1 Living Unit Definitions** (Balogh et al, 2005)

<table>
<thead>
<tr>
<th>Type of Living Unit</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Rooms</td>
<td>Designed as double and/or single occupancy rooms and community bathrooms. Includes rooms with sinks, not both.</td>
</tr>
<tr>
<td>Modified Traditional Rooms</td>
<td>Designed as double and/or single rooms that include a private bath facility in each room (i.e., not shared with an adjoining room).</td>
</tr>
<tr>
<td>Adjoining Rooms</td>
<td>Designed as adjoining double and/or single occupancy rooms connected by a bathroom. No separate living area or study.</td>
</tr>
<tr>
<td>Super Suites</td>
<td>Designed as a small group of double and/or single occupancy rooms with private or shared bathrooms contained within the suite. Includes separate living area/study.</td>
</tr>
<tr>
<td>Individual Contract Apartments</td>
<td>Designed as double- and/or single-occupancy rooms with private or shared bathrooms. Includes separate living area/study and kitchen or kitchenette. Rented by the bed space.</td>
</tr>
<tr>
<td>Apartments</td>
<td>Designed as efficiencies, one-bedroom, or multiple-bedroom apartments. Includes a full kitchen. Rented by the unit.</td>
</tr>
</tbody>
</table>

**Summary**

As the student population increases at colleges and universities around the country, more housing will be needed for students. No matter if a student lives on or off campus, their needs and wants should be considered by all involved with providing housing for these individuals. It is critical for students in the RPM program to have a better understanding of college students’ housing wants and needs. Likewise, it is important for RPM students to understand the perceptions of the companies and university housing officials who provide places for college students to live.
CHAPTER THREE
METHODOLOGY

Introduction

Results are based on evaluating current Ball State Undergraduate and Graduate Course Catalogs, as well as the course requirements of other colleges and universities that offer a property management degree. Many course descriptions mentioned student housing as a topic that would be covered in the course, but there are no programs that currently offer a class exclusively for student housing at any of the colleges or universities that offer RPM programs. The seminar focus is student housing but the format of the course was developed by reviewing other courses within the Ball State RPM program. In addition, students’ learning styles were considered while building the course and the assignments.

Course Catalogs

There are a number of courses that are required for every student who has declared RPM as their concentration in the Family and Consumer Science Department at Ball State, as well as within the other colleges and universities that offer RPM programs. In researching the course requirements of the RPM programs both at Ball State and other schools, many of the course catalogs require completion of courses focusing on many of the following: marketing in property management, senior housing, government housing, interior design basics, housing decisions, real estate, management and customer service. Within a number of these courses, student housing is
mentioned but is not the main focus. One course in particular from Ball State’s course catalog was used as a model in developing this project, senior housing.

Course Model

This student housing course is very similar to the senior housing course, in that it is very hands on and gives students the opportunity to learn both in the class room and in the field of property management. Much like the senior housing course, there are field experiences, guest lecturers and assignments developed to get students involved with professionals in the industry. Students will not only learn from those who have been in the field, but also to network with professionals they will soon be working for or with in the near future.

Development of Course

Every individual learns in a different way from another individual. When developing this course, learning styles were taken into consideration. According to Anthony Schwallers, “Today’s classrooms are designed to be much more student directed rather than teacher directed” (Martin, 1995). Students are motivated from within to learn and when it is a peer or themselves teaching, they learn differently than if a teacher were presenting material to them. Many of the course assignments are directed for the students to share with others in the class about their experiences as well as the material they have found beneficial and important. Offering students a lecture, discussion, group work and field experience course presents students the opportunity to learn in many ways.

Summary

A course in student housing would be beneficial to many colleges and universities since a number of them only refer to student housing in other courses required in their course catalogs.
When developing this student housing course, the senior housing course from Ball State was used as a model to give students an opportunity to learn in a number of different ways. Since the course was developed with many assignments the student can learn from experience, from others in the class and in the field. Networking while completing projects, working as a team with fellow students and with those in the industry gives the students credibility for when they complete their degree and are out in the work force.
CHAPTER FOUR

RESULTS

Introduction

The project entailed researching the student housing industry. The information found has been used to create a seminar course where undergraduate and graduate students in the Ball State RPM program will be able to acquire information about this segment of the property management industry. A number of assignments and activities have been created in order for the students to learn hands on about student housing. The objectives of the course are as follows:

- **Describe** physical, mental, emotional, social and financial characteristics of students and the parents/guardians involved in selecting housing for the student.
- **Analyze** the needs and wants of students while working on a higher education.
- **Evaluate** existing student housing on the basis of design, marketing and management practices.
- **Investigate** student housing options across the United States and other countries.
- **Identify** student housing challenges and solutions.
- **Evaluate** career opportunities in the student housing industry.
- **Guide** field experiences and guest speakers for those enrolled in the class (this objective is specific to graduate students in the course).

Other RPM course syllabi created by faculty at Ball State were reviewed, specifically the Senior Housing syllabus (FCSPM 315/615 Senior Housing: Design, Marketing and
Management). The instructional elements that follow are a brief description of each document or assignment that will be distributed to students registered for the course.

**Instructional Elements**

*Course Syllabus – Appendix A*

The course syllabus was designed, using the master syllabus for the Department of Family and Consumer Sciences, to inform the student of the requirements and course outline planned. It will be updated as information on student housing changes and is made available.

*Housing Status Assignment - Appendix B*

The first assignment the students will be given is the Housing Status Paper. This assignment was designed to give the instructor and fellow students an idea of the current housing situation of the students taking the course. In addition, the student will interview two people who are not taking the course and who are not a roommate of any student taking the course. A description of the dwelling, whether on or off campus should be explained, as well as the type of dwelling it is: an apartment, residence hall, house, duplex, or at home with family. The amount that is paid in rent, by all those who live in the dwelling, should be listed, as well as the types of amenities provided with the housing option they have chosen.

The Housing Status Paper will address a number of the objectives of the class with the first being, "why the students have chosen their current housing situation?" This will be dependent on the students’ and their parent/guardian’s physical, mental, emotional, social and financial characteristics. Secondly, interviewees will state the amenities and features that drew them to the home they selected, which will give the students in the class a better understanding of college students’ housing needs and desires. For some, design, marketing and management practices may have been what drew them to the selected place of residence. The size of the home,
if it was an open floor plan or had a specific number of bedrooms, may have influenced the
decision making process. Or maybe, word-of-mouth from friends about the location or from
driving or walking past it every day on the way to class may have influenced the student’s
decision as well. Depending on the cost of the home, students may have one or more roommates
to help with housing expenses. The class period following the assignment will be dedicated to the
students sharing the information they collected from the interviews and about themselves. As a
result, all students taking the course will benefit from the other students’ assignment results.

Field Trip and Guest Speaker Assignment – Appendix C

Field experiences and guest speakers are great ways for students to experience and hear
about the industry from someone who is in it every day. These experiences will be guided by the
graduate students enrolled in the course.

Because this seminar course will encompass both undergraduate and graduate students,
the graduate level students will be expected to complete additional projects to earn the graduate
level credits. For example, graduate students will be responsible for scheduling field experiences
and professional industry leaders to speak to the class. A list of contacts for student housing
communities and student housing professionals in the area will be provided to the graduate
students. Depending on the number of graduate students in the course, they may work
individually or in pairs to create theses activities. A total of four class periods have been set aside
for the class to participate in field experiences or have professional leaders present on a specific
topic related to student housing.

Each graduate student, individual or in pairs, will be required to plan one of these four
class periods. The graduate student(s) will be responsible for the development and administration
of a class activity for the class period they have been assigned. The following are examples of
activities which the coordinator of the class period could use, but is not limited to. One option
would be an assignment, in which a number of questions related to the topic discussed or questions related to the property visited will be completed during the site or guest presentation. The activity would be created prior to the speaker or visit so as students listen, they can answer the questions. The graduate student(s) may also choose to create a class assignment where an essay must be written. Information from a specific portion of the field experience or a portion of the professional’s presentation will be discussed or compared to what has been discussed in earlier class periods to develop a one to two page essay. The type of assignment the graduate student(s) develop will be approved by the instructor of the course prior to the experience.

Again, this assignment is designed with the objectives of the course in mind. Students will hear from those who work in the industry on a day to day basis, as well as experience student housing first hand.

*Individual Project Assignment – Appendix D*

The individual project developed for this course allows for each student to learn what other colleges and universities across the country, as well as what other countries, offer to their students when they choose to live on campus. Each student in the class will select websites from three different colleges or universities to research on campus student housing options. The schools should not be in the state of Indiana. The purpose of not including Indiana is because the students attend an institution in Indiana and most likely know other students that attend other colleges and universities in the state. Having them research options in other locations will broaden their perspectives on student housing.

The project is a combination of a paper and a presentation. Student housing at three colleges and universities will be described, evaluated and then compared within the paper. The students will then create a 20-30 minute presentation to illustrate their findings to the class. It would be ideal that every student taking the course would not have any duplicate colleges or
universities from another student in the class, and all three institutions selected would be in different states or countries from one another. Questions will be provided as a guide for the student as to issues that should be researched, but the student can add additional information if they should find it relevant to the course and of interest to other students.

This particular project is specific to one of the objectives: investigate student-housing options across the United States as well as other countries. It also focuses on the objective of design, marketing and management practices.

*Group Project Assignment – Appendix E*

To prepare students for group work in the work force, a group project is a part of the course assignments. The group project is to give the students an opportunity to research management companies that specifically provide off campus student housing. There will be two parts to this project - a paper and a presentation. Students will select the top three companies they are interested in researching from a list provided. When all students’ selections have been received, they will be notified of the other group members and the company to be researched by that group.

The group will write a paper summarizing their findings on the company assigned and give a description of the company’s portfolio. The group will then select three specific student housing communities within the company’s portfolio, and give a brief overview of each property. Specific items in which the groups should concentrate can be seen in the group project description in the appendix. A 20-30 minute presentation reviewing the information from their paper will be required. Photos, as well as a map of where the communities are located, should be included in the presentation.

Evaluating existing student housing on the basis of design, marketing and management practices is the number one objective of this assignment. In researching companies across the
United States, students will also see how the different geographic regions of the country influence the features and amenities offered by each community.

*Job Shadowing Assignment – Appendix F*

Experience is one of the best ways to learn! A job shadowing experience is also required of those enrolled in this seminar course. Students will be encouraged to locate someone in the student housing industry, on or off campus, who will allow the student to observe him/her for at least four (4) hours on the job. Students may select their own person to shadow; however, a list of potential contacts in the area will be provided.

The student will be responsible for making all contacts and arrangements on their own. It is highly recommended that students select different contacts and companies. Shadowing at the same site/company is acceptable as long as it is not the same person. After the job shadow experience, students are expected to summarize their experience in a three-page minimum typed paper. As a summary to the paper, the student will reflect on the job shadow experience and its impact on the student’s future career path.

*Final Paper – Appendix G*

The final paper is designed to give the student the opportunity to demonstrate their understanding of student housing in the property management industry by applying the materials and information provided to them in class. Each student will write a paper of at least four (4) pages explaining what they found to be the most valuable information provided to them in this course. They will use this information in predicting how they see student housing changing or not changing in the next five to ten years. The student should be very detailed in describing why they think there will be a change or why they think there will not be a change compared to what is offered today.
Summary

The goal of the course is for the students to investigate and examine as well as be exposed to student housing options through research projects and field experiences. Assignments and activities were developed for the students to successfully be able to: describe physical, mental, emotional, social and financial characteristics of students and the parents/guardians involved in selecting housing for the student; analyze the needs and wants of students while working on a higher education; evaluate existing student housing on the basis of design, marketing and management practices; investigate student housing options across the United States and other countries; identify student housing challenges and solutions, and evaluate career opportunities in the student housing industry. Each assignment will address one or more objectives, but all objectives will be covered throughout the semester.
CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

Introduction

As a topic was decided upon for this creative project, many avenues within the property management industry came to mind. Student housing is not a topic covered in the curriculum at Ball State, and really is not discussed much in any of the courses for those completing an RPM degree. When student housing was suggested, this topic would not only be something that would benefit those who will be working towards their RPM degree at Ball State, but also benefit those in the industry that are beginning to focus more on student housing.

Student housing is becoming a large niche within the industry not only off campus, but on campus as well. As research was completed for this project, the difference in the housing options offered to students now, on campus, compared to what was offered at Ball State in 1995-1999, has significantly changed. Options to see what residence hall rooms look like prior to moving in was not even an option and is now very common on most college and university websites. Laptops were a luxury so wireless campuses were not available. The wireless option is common throughout the residence hall and classroom buildings if not the entire campus, no matter where one is located.

Student housing is changing and has changed significantly over the years. It is becoming a large niche in the multi-family housing industry and will continue to grow. As it becomes a larger part of the multi-family industry, it is important for those obtaining a degree in RPM be
familiar with all segments of the industry, including government housing, senior housing and now student housing, which is why this creative project was created.

As mentioned in the limitations, there are not a large number of scholarly studies and publications concentrating on the student housing niche of multi-family housing. The following are items that would add a significant amount of depth to the class:

♦ Obtaining national statistics on the number of those postsecondary students nationally, that live off campus verses on campus.
♦ In depth information on the amount of money the parent or guardian is willing to pay for the housing related needs and wants of those attending colleges and universities today.
♦ A study that would monitor the amount of construction for student housing on college and university campuses across the United States and whether it is the institution building independently or if a management company is involved.

To acquire a better understanding of this growing niche, attending the National Apartment Association Student Housing Conference would have been beneficial as well as any other student housing conferences offered to those in the industry.

A section of student housing that is not mentioned in this project is the sorority and fraternity houses that are also available for student housing. This segment of student housing would also be beneficial to cover in a student housing course since a number of students belong to one of these organizations, which also provides housing options during postsecondary education.

In conclusion, this creative project was developed to offer students in the RPM program at Ball State a course that is needed, as well as wanted, by RPM students and the RPM Advisory Board. The objectives of the course are fulfilled when students participate in the number of class assignments and field experiences throughout the semester. With the ever changing housing industry, this course is based on the research available on student housing, hands on experiences within the student housing industry and by the students that are enrolled in the course.
REFERENCES


National Apartment Association, [www.naahq.org/education/continuing/Pages/default.aspx](http://www.naahq.org/education/continuing/Pages/default.aspx), retrieved, June 14, 2009


APPENDICES
Course Materials
APPENDIX A

SYLLABUS
A Seminar Course in Student Housing
For Undergraduate and Graduate Students
SYLLABUS
A Seminar Course in Student Housing
For Undergraduate and Graduate Students

COURSE DESCRIPTION: This course will explore the challenges and solutions in off campus and on campus student housing at the college and university level. The student will investigate and examine, as well as be exposed to student housing options through research projects and field experiences.

COURSE OBJECTIVES: Following successful completion of this course, the student will be able to:
- **Describe** physical, mental, emotional, social and financial characteristics of students and the parents/guardians involved in selecting housing for the student.
- **Analyze** the needs and wants of students while working on a higher education.
- **Evaluate** existing student housing on the basis of design, marketing and management practices.
- **Investigate** student housing options across the United States and other countries.
- **Identify** student housing challenges and solutions.
- **Evaluate** career opportunities in the student housing industry.

COURSE RATIONALE: On and off campus student housing will always be a necessity at colleges and universities. Student housing is a part of property management that has become a rising source of income for many property management companies, as well as a very challenging part within the property management industry. It has also become a major marketing tool for many on campus housing providers to recruit students to a university. This course was developed to examine the student housing component of property management: Why is it challenging? How has it changed over the years? What are the current trends? What do we have to look forward to in the future from colleges and universities, as well as those who provide housing off campus?

COURSE FORMAT: Lecture

COURSE CONTENT:
The student housing industry
Characteristics of students and parents/guardians
- Population demographics
- Physical
- Mental
- Emotional
- Social
- Financial

Introduction to student housing on campus
- Resident halls
- On campus apartments

Introduction to student housing off campus
- Apartment communities specializing in student housing
- House rentals
- Apartment communities with large student populations

Professional opportunities in the student housing industry
- Development
Management
Design
Marketing

Contemporary issues in student housing

TEXTBOOK(S): There is no textbook for this course. A number of articles will be used for readings in the course.

BIBLIOGRAPHY:


APPENDIX B

Housing Status Assignment
Housing Status Paper Guidelines

This assignment is to give the instructor, as well as your fellow students an idea of the current housing options selected by the students taking this course. In addition two other people who are not taking this course will be asked to participate in this assignment. You will need to type a paper at least four pages in length (double spaced) describing your current housing status by responding of the following questions in detail about your current living arrangements. You will then need to interview two other students about their living arrangements. Do not use another student in this course and do not interview your roommate(s). You will need to be prepared to share a brief synopsis of your current housing status and the information you collected about the two additional students in class the day the paper is due.

Questions that must be addressed:

- Do you currently live on or off campus? If on campus, in what residence hall or apartment community do you live? If off campus, do you live at home, in an apartment community or a house rental? Where is it located?
- How long have you lived at this location?
- Do you have a roommate(s)? How many? How is your rent paid: by the room, split or is it included in the housing package you currently have? How much is rent?
- Describe your dwelling. Be very descriptive. Here are some questions to get you started. How old is the dwelling? What types of amenities and features does your housing provide? Do you have access to a pool or fitness center? How is your floor plan laid out? How many students do/can live in this dwelling?
- Are you allowed to have pets? What are the restrictions if you are allowed?
- Describe the parking? Do you have assigned spaces? Do you have to maintain a permit? Does parking cost additional to what you pay in rent?
- What is your current lease term? What happens if you break it?
- Why did you choose the option you did? Was it due to price, location, friends, amenities offered, etc?
- What is your future plan for housing? Are you graduating or returning to Ball State?

If you should have additional questions that come to mind as you work through this assignment as well as during your interviews, please include them.
APPENDIX C

Field Trip and Guest Speaker Assignment
Field Trip & Guest Speaker Participation Activity

This course is a seminar course which includes both graduate and undergraduate students, and there are increased expectations for graduate students. As a part of these expectations, each graduate student will be responsible for working with the professor/instructor to prepare for Field Trips and Guest Speakers. Each graduate student will be responsible for setting up one class period for field trips and one class period for guest speakers. We will have four class periods throughout the semester dedicated specifically for field trips or guest speakers. The graduate student(s) will also be responsible for creating the participation activity that each student will need to complete and turn in during the next class period after the field trip or guest speaker has taken place. Each participation activity is worth 20 points. Examples will be provided to graduate students as well as names of possible guest speakers and sites for field trips. Below are possibilities for possible field trips and guest speakers:

Field Trip Options:

On campus

**Apartments**

*University Apartments*

(765) 285-5095
http://www.bsu.edu/housing/ua/

**Resident Halls**

*Ball State, Housing & Residence Life*

(765) 285-8000
http://www.bsu.edu/housing/

Off campus

**Muncie**

*College Park University Estates*

(765) 289-2023
http://www.studenthousing.com/students/

*Windermere Place*

(765) 287-1500
http://www.windermereplace.com/

*American Collegiate Communities*

(765) 254-9861
http://www.americancollegiatecommunities.com/

*Cardinal Pointe Apartments*

(765) 286-0692
http://www.cardinalpointeapts.com/Index/index.php
Other college and university on and off campus housing

**Indianapolis**  
*JUPUI, Housing & Residence Life*  
(317) 274-7200 or (800) 631-3974  
http://life.iupui.edu/housing/  

*Butler, Residence Life*  
(317) 940-9458 or (800) 368-6852 ext. 9458  
http://www.butler.edu/reslife/  

*University of Indianapolis, Residence Life*  
(317) 788-3485 (Dean of Students Campus Life)  
http://reslife.uindy.edu/  

*Canal Square Apartments*  
(317) 631-7030  
http://www.canalsquareapartments.com/  

**Fort Wayne**  
*IPFW, Student Housing*  
(260) 481-4180  
http://www.ipfwstudenthousing.com/  

*Canterbury Green*  
(866) 620-6771  
http://www.canterburygreenapartmenthomes.com  

**Bloomington**  
*IU, Residential Programs & Services*  
(812) 855-5601 (Residence Halls)  
http://www.rps.indiana.edu/index.cfml  

*IU, Residential Programs & Services*  
(812) 855-6600 (Apartments)  
http://www.rps.indiana.edu/index.cfml  

*Bradford Place Apartments*  
(812) 323-7365  
http://www.bradfordplace.info/  

*The Crest on East 10th*  
(317) 788-3485  
http://thecrest.homeisjchart.com/jchart/page/lifestyle  

**West Lafayette**  
*Purdue University, University Residences*  
(765) 494-1000  
http://www.housing.purdue.edu/  

*The Lodge Apartments*  
(765) 464-1506

College Station
(765) 464-0510
http://www.myownapartment.com/collegestationwl/community/

**Guest Speaker Options:**

**Ball State University**
Director of Housing and Residence Life
(765) 285-8011
http://www.bsu.edu/housing/housingstaff/

Assistant Director of Housing and Residence Life
(765) 285-8013
http://www.bsu.edu/housing/housingstaff/

Associate Director of Housing and Residence Life
(765) 285-1520
http://www.bsu.edu/housing/housingstaff/

Assistant Director for University Apartments
(765) 285-5096
http://www.bsu.edu/housing/housingstaff/

**Butler University**
Director of Residence Life
(317) 940-9993
http://www.butler.edu/reslife/?pg=727

Assistant Director of Residence Life
(317) 940-6020
http://www.butler.edu/reslife/?pg=727

**IUPUI**
Director of Housing and Residence Life
(317) 274 7457
http://life.iupui.edu/housing/staff/index.html

**Purdue University**
Executive Director, University Residences
(765) 494-1000
http://www.housing.purdue.edu/HTML/HOUSURDirectory.htm

Director of Development
(765) 496-1841
http://www.housing.purdue.edu/HTML/HOUSURDirectory.htm

**University of Indianapolis**
Dean of Students Campus Life
(317) 788-3485
http://reslife.uindy.edu/meet_our_staff.php

**Additional Contacts**
American Collegiate Communities
Jennifer Bowers, Director of Student Housing, Muncie
tbowers@kcmliving.com
American Collegiate Communities
Kathy Hale
khale@kcmliving.com

Copper Beech Communities
Ryan Shreeve, Regional Manager, Indianapolis
ryanshreeve@gmail.com

Trinitas Ventures
Karen Caprarella, Regional Manager, West Lafayette
kcaprarella@trintas-ventures.com

University Area Landlord Association, Muncie
info@ualaonline.org
APPENDIX D

Individual Project Assignment and Sign-up Sheet
Individual Project Guidelines

The individual project is developed to give you an idea of what other colleges and universities across the country as well as other countries offer to their students when they choose to live on campus. You will need to select three colleges or universities and research the housing options they provide their students using the college or university websites. Each student will select three different colleges or universities and the schools cannot be in the state of Indiana.

You will write a paper summarizing and comparing what was learned from the three websites. In addition you will have 15-20 minutes to present your findings to the class. A sign-up sheet will be provided to specify which schools each student has chosen and the date on which you would like to present your findings to the class. You will need to include a copy of the home pages of the student housing section of the website with your paper.

The following are items on which you should focus but are not limited to:

1. Style of housing available at the selected colleges and universities. Do they offer apartments, residence halls, houses, duplexes or a combination of any of these?
2. How many styles of housing are located on campus?
3. Price. Pay particular attention if the cost of housing includes meal plans?
4. Do the students have to live on campus for a certain amount of time?
5. What type of accommodations do they have for those who are disabled?
6. What type of features are included in the dwelling?
7. Where are the dwellings located, in regards to the other buildings on campus?
8. Are furnishings included? What does the student need to bring with them?
9. What types of utilities are included, if any? (i.e. phone, cable, heat/cooling, internet)
10. Is there a laundry facility included in the dwelling or a common laundry room?
11. Where do the students have to park in relation to the dwelling? Do they have to pay extra for additional parking spots?
12. Are pets allowed in the dwelling? If so, are there restrictions?
13. Can the resident have overnight guests? What are the restrictions or rules?
14. Are there any other policies that must be followed if living within a campus dwelling?
15. Include any other information you think would be beneficial to share with the others in class.
## Individual Project Sign-up Sheet

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APPENDIX E

Group Project Assignment and Sign-up Sheet
Group Project Guidelines

The group project is developed to research management companies that specifically provide student housing within their portfolios. There will be two parts to this project- a paper and a presentation. Using the list of companies below, select your top 3 companies you’d like to research. When all students’ selections have been received, you will be notified of your group members and the company you are to research.

1. Campus Advantage              10. Sterling University Housing
2. Ambling Companies                        11. American Collegiate Communities
3. Student Housing Solutions                   (Klingbeil Capital Management)
5. American Campus Communities            13. Asset Campus Housing
7. Fairfield Residential                        15. JC Hart
8. Place Properties              16. Booth Companies
9. Campus Apartments                        17. Trinitas Ventures

Group Paper
The group will write a paper summarizing the following:
1. Where is the management company based?
2. Is the company’s entire portfolio student housing, or is it a mix of conventional and tax credit as well?
3. How many communities does this particular company have?
4. What type of student housing do they provide (i.e. rent by the bed, rent by the unit, duplex options, etc.).
5. Where are these communities? Is it a specific area of the United States? Are they only in one state?

The group will then select three specific communities within the company’s portfolio using the community and the management company website. It is recommended that in addition to the research done on the Internet, you call the community and speak to the staff to get as much information as possible about the community. Ask them to send you a community brochure, a copy of their application and lease (some companies will not allow this, so ask permission), an updated price sheet and anything else the community would pass out to a prospect. You will then give a brief overview of each community including the following items:
1. What college or university does the community tailor to?
2. Style of housing available, do they offer apartments, houses, duplexes or a combination of any of these?
3. Price for all floor plans. Does the price include the entire unit or is it by the bed?
4. What type of floor plans do they offer, one, two, three, four or more?
5. What is their occupancy during the school year verses during the summer months?
6. What type of accommodations do they have for those who are disabled?
7. What type of features are included in the dwelling?
8. Do they come furnished? Does this cost additional to rent?
9. What types of utilities are included, if any? (i.e. phone, cable, heat/cooling, internet)
10. Is there a laundry facility included in the dwelling or a common laundry room?
11. Do the residents have to pay extra for parking? Are a certain number of spots included with the lease?
12. Are pets allowed in the dwelling? If so, are there restrictions?
13. Do they have an issue with the apartments being trashed at the end of the school year?
14. What is their cost per apartment to turn once the apartment becomes vacant?
15. What is the time frame in which they turn an apartment once it becomes vacant?

Presentation
In addition to the paper, the group will have 20-30 minutes to present the company and the three selected communities to the class. For the presentation it is suggested you include an overview of the information you have collected for your paper in addition to the following:

1. Include photos of the communities you have selected: amenities, floor plans, exterior and interior shots if available).
2. Provide the locations of each community on a map
Group Project Sign-up Sheet

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APPENDIX F

Job Shadowing Assignment
Job Shadow Experience Paper Guidelines

Learning from experience is one of the best ways to understand any industry completely. To help appreciate the depth and breadth of the student housing industry, you are required to participate in a job shadowing experience related to student housing.

Locate someone in the student housing industry, on campus or off campus, who will let you observe him/her for at least four (4) hours on the job. You may select your own person to shadow; and a list of potential contacts has been provided. You are responsible for making all contacts and arrangements. A thread will be created specifically for the Job Shadow Experience in the Discussion Board on Blackboard. You may post your contact and company so that other students will not attempt to shadow the same person. Shadowing at the same site/company is acceptable as long as it is not the same person.

When scheduling the job shadowing experience, select a time that will be most convenient for both of you. This gives your contact a few options of days and times that may be best. You should plan to be with your contact for at least four (4) hours. Make sure that you make arrangements early to avoid any last minute conflicts, and be sure to exchange phone numbers and your e-mail addresses. If something should arise, you will be able to contact one another.

After your job shadow experience, you will be expected to summarize your experience in a two-page minimum typed paper. Be sure to include the name, title, property/company, address, phone number, and e-mail address of the person you shadowed. The day and time of the experience should also be included. A description of the experience should include questions you asked, answers you received, what you observed while meeting with the person, relevance to topics presented in class and your thoughts about what you experienced and if this will influence the career choices you make in the future.
APPENDIX G

Final Paper
Final Paper Guidelines

The final paper is designed to give you the opportunity to demonstrate your understanding of student housing in the property management industry by applying the materials and information provided to you in class.

You will write at least a four page (double spaced) paper explaining what you found to be the most valuable information provided to you in class. With this, you will use the information in predicting how you see student housing changing or not changing in the next five to ten years. You should be very detailed in describing why you think there will be a change or why you think there will not be a change compared to what is offered today.