SAHE 5319
Introduction to Student Affairs Syllabus
Fall 2020
8-Week Session

Course Credits: 3 hours resonate
Instructor: Michara DeLaney-Fields, Ph.D.
Office: McKibben Education Building 304 A
Office Hours: Virtual T 7:00-8:00 p.m. or by appointment
Course time: Wednesdays 6:00 pm-8:30 pm- McKibben rm. 269 and Zoom
Phone: 936-468-2486
Email: Michara.Delaney-Fields@sfasu.edu

Text/Readings:
• Amey, M., & Reesor, L. (n.d.). Beginning your journey: A guide for new professionals in student affairs (Fourth ed.).

Course Description:
The purpose of this course is to provide a survey and overview of student affairs theory and practice. It introduces students to the foundational philosophies of the profession, examines the integration of student affairs functions and administrators in higher education, explores the variety of roles student affairs professionals play on college campuses, and seeks to develop an understanding of institutional cultures and the professional's role within those cultures. The course also introduces students to the function of a scholar in the practice of student affairs. Readings, class materials, and assignments are designed to help future/current student affairs administrators understand the ways that college environments affect the educational experience and personal development of diverse student populations.

Summary of Course Topics:
• Historical Overview of Student Affairs
• Institutional Mission
• Institutional Governance
• Understanding Campus Environments
• Finance and Student Affairs
• Accountability
• Institutionalization in Student Affairs
• Reflective Practice in Student Affairs
• Ethics in Student Affairs
Course Objectives/Student Learning Outcomes:

At the completion of the course, students will:

• Be able to explain the historical context of student affairs administration.
• Understand the culture of the profession of student affairs.
• Understand how mission, governance and culture impact the practice of student affairs on different campuses.
• Be able to analyze how finances influence institutional action.
• Be able to articulate strategies for managing/limiting legal liability and risk.
• Have an improved understanding of professional standards and ethical issues in student affairs.

Program Learning Outcomes:

1. Students demonstrate the dispositions and values consistent with the characteristics of effective professional counselors including academic excellence, life-long learning, collaboration, openness, integrity and service.

2. Upon the completion of the Tier I courses, students can articulate an understanding of the basic philosophy and theories of the counseling profession, have been academically successful and have identified and personal issues that could interfere with the ability to be an effective counselor.

3. Students demonstrate competence in the core curriculum areas of concentration.

Course Requirements and Expectations:

Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.

*APA writing guidelines: Publication Manual of the American Psychological Association (5th or 6th ed.)

Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Academic Integrity - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university. Most students who plagiarize do so unintentionally. However, that does not lessen the consequences. The following websites have excellent information regarding plagiarism and proper citation methods. I strongly recommend that you review this information.
http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original
http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/pri ntable/589/

Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points. Using other’s speeches or preexisting PowerPoint presentations is considered academic dishonesty and will be treated accordingly.

Penalties for Academic Dishonesty: Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals: A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom,
labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

**Course Requirements and Assignments:**

**Your Higher Ed Journey:** Your first paper will be due on *Wednesday, September 8th*. It is a 1-2-page paper about what made you want to enter the field of higher education/student affairs. It should cover the following questions: What experiences did you have as an undergraduate student that made you want to be a higher education/student affairs professional? What aspects of higher education are you considering for your career (Greek Life, Multicultural Affairs, Campus Recreation, Student Activities, Leadership Development, etc.)? What challenges do you expect in your journey to becoming a higher education/student affairs professional? What kinds of professional development opportunities will you seek out? Draw upon content you research or the articles provided. Come to class prepared to discuss. Please remember to use APA formatting.  
**Due: September 1st.**

**Discipline Analysis Project:** Each student must choose one discipline from the field of student affairs and provide an analysis of that discipline. This should be presented in the form of a PowerPoint. One overview will be scheduled for each class meeting. The presentation should have no more than six slides which should address the following questions: (1) What is the mission of this discipline? (2) How did this discipline develop historically? (3) How does this profession address the needs of students? (4) What professional associations are most relevant to this discipline? (6) What contemporary issues or challenges are most important for the continued success of professionals in this discipline? These questions should frame the presentation. Please have a minimum of 6 slides and a maximum of 12 slides.  
**Due: Various - Assigned in Class**

**Career Simulation Project:** Using Higheredjobs.com or Chronicle.com, students will find a real job for which they would apply if they had just completed their master’s degree. Students will then write a cover letter and a resume. These do not have to be an accurate reflection of the student’s current experiences. It should a mixture of their real experiences and experiences that they could have before they graduate that would help prepare them for this job. The intention of the exercise is to think about how the student can prepare to be ready for a job upon graduation.  
**Due: October 13**

**Optional Resources:** Publication Manual of the American Psychological Association 6th Edition  

The APA website provides a free tutorial and additional information about the 6th edition. While completing the tutorial is not required, *it is recommended and encouraged as this format will be used for all written assignments in this course.*
**Paper Grading Rubric:**

A= The topic is completely and thoroughly researched, the writing is clear and concise and the paper is completely free of technical, typographical and syntactical errors.

B= The topic is completely and thoroughly researched, the writing is clear and concise and the paper is substantially free of technical, typographical and syntactical errors.

C= The analysis of the topic is not thorough or complete, the writing is not clear and concise OR the paper has frequent technical, typographical and syntactical errors.

D= The analysis of the topic is not thorough or complete, the writing is not clear and concise AND the paper has frequent technical, typographical and syntactical errors.

F= The paper is completely lacking in the quality that should be present in graduate-level work or the paper does not represent the students independent work.

**Grading policy:**

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<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Higher Ed Journey</td>
<td>150</td>
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<td>Discipline Analysis Project</td>
<td>300</td>
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<tr>
<td>Career Simulation Project</td>
<td>150</td>
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<td>Course Evaluation</td>
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<td><strong>Total Points</strong></td>
<td><strong>650 total points</strong></td>
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<th>Points</th>
<th>Grade</th>
<th>Percentage</th>
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<td>270-300</td>
<td>A</td>
<td>90-100</td>
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<td>240-269</td>
<td>B</td>
<td>80-89</td>
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<td>210-239</td>
<td>C</td>
<td>70-79</td>
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<td>180-209</td>
<td>D</td>
<td>60-69</td>
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<td>179 or below</td>
<td>F</td>
<td>59 or below</td>
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<td>AF</td>
<td>Failure due to unauthorized withdrawal or excessive absence.</td>
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<td>Week 1</td>
<td>8/25</td>
<td>Course Overview/Overview of Student Affairs</td>
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<td>Week 2</td>
<td>9/1</td>
<td>History of the Student Affairs Profession and Beginning your journey</td>
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<td>Ethics in Student Affairs/Professional Standards in Student Affairs</td>
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<td>Week 3</td>
<td>9/8</td>
<td>The Power of Student Engagement</td>
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<td>Week 4</td>
<td>9/15</td>
<td>Institutional Mission/Governance/Campus Environments</td>
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<td>Week 5</td>
<td>9/22</td>
<td>Financial Pressure in Student Affairs/Budgeting and Financial Management</td>
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<td>Week 6</td>
<td>9/29</td>
<td>Accountability/Assessment</td>
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<td>Week 7</td>
<td>10/6</td>
<td>Reflective Practice in Student Affairs/Integrative Learning</td>
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*Please note that due to the dynamic nature of this course, topics covered on a given day may be altered from this schedule.*