**Instructor:** Hollie G. Smith, Ed.D.
**Office:** Baker Pattillo Student Center, Rm. 3.105 (3rd floor of Student Center)
**Phone:** (936) 468-7249
**Email:** hsmith@sfasu.edu
**Office Hours:** Wednesdays from 1:30-2:30 p.m. and by appointment (see D2L homepage for Zoom link)
**Course Credits:** 3 hours
**Course time:** online

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**ABOUT THE INSTRUCTOR**

Dr. Hollie Smith is a proud SFA alumna! Dr. Smith serves as the Assistant Dean of Student Affairs for Programs, overseeing programs such as Orientation, Greek Life and Student Organizations, Student Engagement Programs, Student Activities, Jack Camp, Spirit Teams, Leadership and Service, and the Center for Career and Professional Development. In addition, she serves as Adjunct Faculty in the Department of Psychology, SFAS 1101 and Educational Leadership. She graduated from SFA in 2000 with a Bachelor of Science in Psychology, minor in Biology, and in 2002 with a Master of Arts in Psychology, emphasis in Management. In May 2012, she completed her doctoral degree in higher education administration from Texas A&M-Commerce. Hollie is married to an SFA Alum, Ted, and they have a thirteen-year-old son named Austin and an eight-year-old daughter named Averie.

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**REQUIRED:**

This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about obtaining or registering your LiveText account, call ext. 7050 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

**Course Description:**

Through the activities and objectives in PCOU 5356 students will become prepared, competent, successful, caring and enthusiastic student affairs professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular attendance, writing projects, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, PCOU 5356 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the student affairs curriculum, practicum experiences, and assessments.

This course meets for six weeks with a final presentation during the final week. Students have significant weekly reading assignments. In this course, students have assignments that allow them to explore the field of student affairs. In order to prepare for class, students spend on average at a minimum 8-10 hours of work each week to prepare outside of classroom hours. In this course, students have assignments that allow them to gain
more insight professional development and careers in student affairs. Students are required to present a professional development plan at the conclusion of the course.

Summary of course topics:
- Careers in Student Affairs
- Student Organization Advising
- Professional Skillset
- Effective Supervision
- Scholarship and Practice
- Legal terminology related to student affairs

Program Learning Outcomes:
1. Students will develop and apply assessment, evaluation, and research skills, and critically assess literature related to the Student Affairs profession.
2. Students will demonstrate an understanding of the need for effective intrapersonal development related to self-appraisal and understanding, identity development, and personal and professional ethics.
3. Students will demonstrate effective interpersonal competence related to developing meaningful relationships, collegiality, collaboration, and effective leadership.
4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.
5. Students will demonstrate practical and technical competence necessary to be an effective Student Affairs professional.

COURSE INFORMATION: This is an online course. You are expected to log on to Brightspace at least 2-3 times a week. You will need to have access to internet in order to participate in all class activities. Discussions are a very important part of the course. I encourage questions and comments at all times.

COURSE EXPECTATIONS:
- Participation: Attendance Failures may be given for students who have 2 or more absences (excused or unexcused) in the course. Students are expected to actively participate in class discussion.
- Classroom behavior: Disruptive, distracting or disrespectful behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave the class and may be subject to judicial, academic or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. At the completion of the course, students will…

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities (*indicates a field-based activity)</th>
<th>Performance Assessment</th>
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</thead>
<tbody>
<tr>
<td>Theories</td>
<td>Assigned readings, videos, content modules, class discussions, professional development plan and presentation</td>
<td>Organization Advising Summary Professional Development Plan Presentation</td>
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<tr>
<td>Demonstrate a working knowledge of selected theories.</td>
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<tr>
<td>Legal and Ethical Issues</td>
<td>Assigned readings, videos, content modules, class discussions, professional development plan and presentation</td>
<td>Organization Advising Summary Professional Development Plan Presentation</td>
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<tr>
<td>Understand and ethical and legal considerations in research and assessment.</td>
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<tr>
<td>Diversity</td>
<td>Assigned readings, videos, content modules, class discussions, professional development plan and presentation</td>
<td>Organization Advising Summary Professional Development Plan Presentation</td>
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<tr>
<td>Demonstrate an understanding of cultural variations and how diversity and equity relates to conducting research in student affairs.</td>
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</table>
**Research and Evidence-Based Practice**
Develop a general understanding of student-based research, evaluation, and assessment in student affairs.

Understand how data pertaining to student affairs are used by administrators.

Be able to effectively communicate, written and orally, research findings.

Identify research needs and define research questions associated with current issues in higher education.

Demonstrates the use of qualitative and quantitative research methods to inform evidence-based practice.

Understand how to interpret statistical analysis.

**RELGIOUS OR CULTURAL HOLIDAYS:** If you have any religious or cultural holidays that fall on the same date as a course assignment, please notify me in advance and I will be happy to make scheduling arrangements.

**MENTAL HEALTH:** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

| On-campus Resources: SFASU Counseling Services | SFASU Human Services Counseling Clinic | Crisis Resources: Burke 24-hour crisis line 1(800) 392-8343 
| SFASU Counseling Services www.sfasu.edu/counselingservices | www.sfasu.edu/humanservices/139.asp Human Services Room 202 936-468-1041 | Suicide Prevention Lifeline 1(800) 273-TALK (8255) 
| 3rd Floor Rusk Building 936-468-2401 | 936-468-1041 | Crisis Text Line: Text HELLO to 741-741 |

**COURSE REQUIREMENTS:**
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.

1. Student Affairs Career Summary (20 points)*: Create a summary of various careers in the field of student affairs. Length requirement: 2 pages.

2. LinkedIn Profile (10 points): Develop a profile for the site LinkedIn. This should contain the information found in your resume, should include your career objectives, and should also highlight your unique skills. It should be writing in a professional manner. You must find at least ten individuals who are willing to endorse you for skills found on the website. You must follow at least ten individuals on LinkedIn.


4. Presentation (100 points)*: Develop a presentation over the professional development plan. Presentation should be 5-7 minutes in length.

5. Organization Advising Paper* (20 points): Create a student organization advising philosophy statement. Length requirement: 3-4 pages, with 4-5 APA formatted references.

*APA writing guidelines: Publication Manual of the American Psychological Association
Grading Policy:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Grades</th>
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<tbody>
<tr>
<td>Students Affairs Career Summary</td>
<td>20</td>
<td>A= 180-200</td>
</tr>
<tr>
<td>LinkedIn Profile</td>
<td>10</td>
<td>B= 160-179</td>
</tr>
<tr>
<td>Organization Advising Paper</td>
<td>20</td>
<td>C= 140-159</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>100</td>
<td>D= 120-139</td>
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<tr>
<td>Professional Development Plan Presentation</td>
<td>50</td>
<td>F= 119 or below</td>
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<td>QF= Failure due to unauthorized withdrawal or excessive absence.</td>
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**WITHDRAWAL POLICY:** See academic calendar on the SFA website for the last day to drop the course without a “WP or WF”.

**COURSE EVALUATIONS:** Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the College of Education, the course evaluation process has been simplified and is completed electronically through mySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

**STUDENT ETHICS AND OTHER POLICY INFORMATION:** Students with Disabilities - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/ (936) 468-1004 (TDD) 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, visit the SFA Disability Services website.

Student Academic Dishonesty: Policy 4.1- Abiding by university policy on academic integrity is a responsibility of all university faculty and students. 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. 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).

Definition of Academic Dishonesty- Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and (2) incorporating the words or ideas of an author into one's paper without giving the author due credit. 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.
**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 (see the Student Conduct Code, policy 10.4.1). 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 prohibition 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. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

At Stephen F. Austin State University, our faculty, staff, alumni and students believe in doing things “The SFA Way.” We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five “Root Principles” below, members of the SFA community seek to strive for personal excellence in everything that we do. The 

**Principle of Respect:** Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict. The **Principle of Caring:** Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and express gratitude freely to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others. The **Principle of Responsibility:** Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions. The **Principle of Unity:** Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed. The **Principle of Integrity:** Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.
<table>
<thead>
<tr>
<th>Week Start Date</th>
<th>TOPIC</th>
<th>READING/VIDEOS</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>May 17</strong></td>
<td>Careers in Student Affairs</td>
<td>Review each student affairs and higher education field interviews.</td>
<td>Student Affairs Career Summary due, May 25 by 11:59 PM</td>
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<tr>
<td><strong>May 24</strong></td>
<td>Building Your Professional Skillset</td>
<td>Review video on tips for creating a LinkedIn profile.</td>
<td>Professional Development Plan: Parts 1-3 Due*</td>
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<td>LinkedIn Profile due, June 1 by 11:59 PM</td>
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<td><strong>May 31</strong></td>
<td>Involvement in Professional Associations</td>
<td>Read Module 1 Content</td>
<td>Professional Development Plan: Parts 4-6 Due*</td>
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<td>Read article: The Effective Diversity Statement</td>
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<td>Read article: Exploring How Professional Associations Socialize Student Affairs Graduate Students and New Professionals</td>
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<td>Read article: Going Beyond Conference Registration: Creating Intentional Professional Development for Student Affairs Educators</td>
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<tr>
<td><strong>June 7</strong></td>
<td>Strategies for Effective Supervision</td>
<td>Read Module 2 Content</td>
<td>Professional Development Plan: Part 7*</td>
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<td>Review website: <a href="https://www.cas.edu/members">https://www.cas.edu/members</a></td>
<td>Organization Advising Paper due, June 8 by 11:59 PM</td>
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<td>Read article: NACE Career Readiness Competencies</td>
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<td>Read article: People are Messy: Complex Narratives of Supervising New Professionals in Student Affairs</td>
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<td>Read article: Synergistic Supervision, Job Satisfaction, and Intention to Turnover of New Professionals in Student Affairs</td>
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<td><strong>June 14</strong></td>
<td>Scholarship and Practice</td>
<td>Read article: The Role of Research and Scholarship in the Professional of Student Affairs</td>
<td>Final Professional Development Plan due, due, June 15 by 11:59 PM</td>
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<td>Read article: The Purpose of Scholarship, Redefining Meaning for Student Affairs</td>
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<td>Read article: Where is the Scholarship in Student Affairs</td>
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<tr>
<td><strong>June 21</strong></td>
<td>Course wrap up</td>
<td>No additional readings. Course evaluation due.</td>
<td>Presentation due, due, June 22 by 11:59 PM</td>
</tr>
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*This date is set to help keep you on track for the final project. No submission required at this time. The instructor is happy to review to confirm you are on the right track.*
Professional Development Plan

Part 1: My Professional Development Journey Map
Graphically illustrate your career journey. Use the first half of the map to illustrate what has brought you to this point. It should include those foundational experiences that made you want to work with college students. Dig deep. The second half of the map should include what you want your ideal career to look like. You may have many different visions for what this could be – make hard choices and consider what looks like the best plan for you. This section should be approximately 500-1000 words.

Part 2: My Professional Objective Statement
Write a brief statement (500-750 words) of your professional objectives. Consult the resume guide and other references on the website of SFA’s Center for Career and Professional Development.

Part 3: My Professional Network
What individuals do you know who can benefit you in your career? What connectors do you know who can help you connect with them? This would be an excellent way to utilize your LinkedIn profile. Develop a brief statement (500-750 words).

Part 4: Professional Association Membership
What professional associations can help you gain skills in your chosen field and connect you with the right professional network. The Council for the Advancement of Standards in Higher Education lists 40 professional associations among its members. Learn more at their website. Feel free to consult my reference copy of the CAS Standards – which contains information about professional associations in higher education. Also see D2L content module on this topic. This section should be approximately 500-750 words and have at least one APA formatted references.

Part 5: My Leadership Style
Write a brief description of your leadership style. Discuss your top five strengths and how these strengths will benefit you in your career. This section should be approximately 500-1000 words. This section must have at least two APA formatted references.

Part 6: Diversity Statement
In our increasingly diverse world, it is more important than ever to be able to communicate our commitment to serving all students. Write a brief statement (500-750 words) about your commitment to diversity, student access and success. Highlight what diversity means to you, and how you would approach this important work. This section must have at least one APA formatted references.

Part 7: My Skillset
Discuss what hard skills (technical skills) that you can bring to your career. Look at real job postings for positions you would want to apply for. What skills do they list? Also, discuss what soft skills (transferable skills) you bring. Approximate word count should be 750-1000. For a better understanding of soft skills, see the Career Competencies published by the National Association of Colleges and Employers (NACE). This section must have at least one APA formatted references.

Part 8: My Training and Development Plan
What education and professional development do you need to accomplish your career goals? What skills and abilities will you need to develop and how will you develop them? Develop a brief statement (500-750 words).

**Part 9: Scholarship and Practice**

What topics do you want to research and study toward becoming a scholar-practitioner in higher education? What kinds of scholarship do you want to produce? Find an example of a scholar whose style you admire. Tell me how you can develop a similar approach. This section should be approximately 500-750 words and have at least two APA formatted references.

**Part 10: Supervisory Philosophy**

How do you approach supervising others? If you already supervise others, provide real examples. How do you want to improve? If you do not yet supervise others, how will you approach this? This section should be approximately 500-750 words and have at least one APA formatted reference.