I. TEXT/READINGS:


II. 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

III. COURSE FORMAT:

This is a livestream and online course that will utilize a variety of teaching methods including lectures, class discussions, readings, online assignments, self-directed and external activities, and written assignments. Students are expected to be prepared for discussion by completing the reading assignments. Mastery of objectives will be demonstrated through participation in discussions, completion of writing assignments, and test performance.

Class Livestream Link:
https://sfasu.zoom.us/j/93166023912?pwd=QS9GQkZnRU51VFVhR1dNTW5GK01tdz09

Meeting ID: 931 6602 3912
Passcode: 436053
III. INTENDED LEARNING OUTCOMES/GOALS/OBJECTIVES (Program/Student Learning Outcomes): The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments is located on the PCOE website.

<table>
<thead>
<tr>
<th>STUDENT AFFAIRS AND HIGHER EDUCATION PROGRAM LEARNING OUTCOMES (Based upon Student Learning Domains from CAS Standards)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will develop and apply assessment, evaluation, and research skills and critically assess literature related to the Student Affairs profession.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>3. Students will demonstrate effective interpersonal competence in developing meaningful relationships, collegiality, collaboration, and effective leadership.</td>
</tr>
<tr>
<td>4. Students will acquire the leadership skills and knowledge necessary to work with a diverse population and support social and civic responsibility.</td>
</tr>
<tr>
<td>5. Students will demonstrate the practical and technical competence necessary to be an effective Student Affairs professional.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives/Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Method of Assessment</th>
<th>Program Learning Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will fulfill the duties and responsibilities related to the selected Student Affairs area</td>
<td>Projects, observations, and log sheets</td>
<td>Supervisor evaluation, log sheets</td>
<td>2-5</td>
</tr>
<tr>
<td>Students will demonstrate professional and effective knowledge and skills in a variety of SAHE settings</td>
<td>Self-evaluations and reflections</td>
<td>Digital portfolio, Supervisor evaluation</td>
<td>3, 5</td>
</tr>
</tbody>
</table>

IV. COURSE ASSIGNMENTS, ACTIVITIES, INSTRUCTIONAL STRATEGIES, USE OF TECHNOLOGY:

**Your Higher Ed Journey:** Your first paper will be due on Sunday, September 10th. It is a 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? Come to class prepared to discuss.

**Due: September 10th.**

**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 a minimum of six slides and a maximum of 12 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? (5) What contemporary issues or challenges are most important for the continued success of professionals in this discipline? These
questions should frame the presentation. The timeframe is 15 minutes, no more than 20 minutes. Minimum of two references using APA format.

**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 8th**

**Engaging with Current Issues in Student Affairs: Exploring Hot Topics Paper:** Choose an area of interest within student affairs, such as student engagement or diversity, and identify a recent, significant hot topic in that field. Explain why you were drawn to this specific topic, considering personal experiences, future aspirations, or genuine curiosity. Research its impact on students, institutions, and the broader student affairs landscape, drawing on your course knowledge to analyze its complexities. Express your personal insights and opinions supported by relevant theories. Your exploration should result in a 4-5 page paper that connects your experiences to the larger context of student affairs, showcasing your ability to critically engage with current issues in the field.

**Due: December 10th**

**Module Assignments/ Online Discussions:** The course consists of interactive online module assignments that cover various topics related to Student Affairs. These modules are designed to deliver course content in an engaging and self-paced manner. You will have access to multimedia resources, readings, quizzes, and other interactive elements within each module. It is important to complete the modules within the specified timeframe to stay on track with the course schedule. An online discussion question will be available by the Monday of each week that classes are held through Brightspace. The student will post one thread that is at least 300 words addressing a specific topic. The student will then post two replies of at least 200 words. **All posts and replies must be made no later than the following Sunday at 11:59 p.m. Module Assignments are due during this time as well.**

**Optional Resources:** Publication Manual of the American Psychological Association 6th Edition
http://www.apa.org
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.*
V. EVALUATION AND ASSESSMENTS (GRADING):

EVALUATION:

Grading policy:

<table>
<thead>
<tr>
<th>Evaluation Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Ed Journey Discipline Analysis</td>
<td>125</td>
</tr>
<tr>
<td>Discipline Analysis Project</td>
<td>250</td>
</tr>
<tr>
<td>Career Simulation Project</td>
<td>125</td>
</tr>
<tr>
<td>Final Paper</td>
<td>250</td>
</tr>
<tr>
<td>Module Assignments/Discussions</td>
<td>250</td>
</tr>
</tbody>
</table>

**Total Points 1000**

Points
- 900-1000   A
- 800-900    B
- 700-800    C
- 600-700    D
- 599 or below    F

AF     Failure due to unauthorized withdrawal or excessive absence.
## VI. TENTATIVE COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>8/28</td>
<td>Livestream</td>
<td>Course Overview/Overview of Student Affairs</td>
</tr>
<tr>
<td>Week 3</td>
<td>9/11</td>
<td>Livestream</td>
<td>The Power of Student Engagement</td>
</tr>
<tr>
<td>Week 4</td>
<td>9/18</td>
<td>Brightspace</td>
<td>Ethics in Student Affairs/Professional Standards in Student Affairs</td>
</tr>
<tr>
<td>Week 5</td>
<td>9/25</td>
<td>Livestream</td>
<td>Institutional Mission/Governance</td>
</tr>
<tr>
<td>Week 6</td>
<td>10/2</td>
<td>Brightspace</td>
<td>Campus Environments</td>
</tr>
<tr>
<td>Week 7</td>
<td>10/9</td>
<td>Livestream</td>
<td>Financial Pressure in Student Affairs/Budgeting and Financial Management</td>
</tr>
<tr>
<td>Week 8</td>
<td>10/16</td>
<td>Brightspace</td>
<td>Accountability/Assessment</td>
</tr>
</tbody>
</table>
VII. Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor can 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 the final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://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 is expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, the 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 and note this information in required reports (including the first 12-day attendance report) 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, of excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course

*Please note that due to the dynamic nature of this course, topics covered on a given day may be altered from this schedule.*
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

**Academic Integrity**

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**

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, 468-3004 / 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Student Wellness and Well-Being

SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:

The Dean of Students Office (Rusk Building, 3rd floor lobby) www.sfasu.edu/deanofstudents
936.468.7249 dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202 www.sfasu.edu/humanservices/139.asp 936.468.1041

The Health and Wellness Hub “The Hub” Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education www.sfasu.edu/thehub

936.468.4008 thehub@sfasu.edu

Crisis Resources:

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741