Optional Text/Readings:


Additional readings and will be supplied by the course instructor:


Suggested Supplemental Materials:

- APA Manual (7th Edition)

Course Description: This course examines major bodies of theory related to college student development and the contexts in which that development occurs. The course entails course readings, participation in a variety of formats during class sessions, essay writing, conducting a literature review, and goal setting/reflection.

Course Requirements:
This course meets for 16 weeks with a flexed schedule due during the last two weeks of the semester. Students have significant weekly reading assignments. In this course, students have assignments that allow them to explore the field of student affairs and contemporary issues faced by practitioners. In order to prepare for class, students spend on average at a minimum 8-10 hours of work each week to prepare outside of reviewing content modules. 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, SAHE 5343 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 and higher education curriculum, practicum experiences, and assessments.

**Student Affairs & Higher Education Program Learning Outcomes**

At program completion SAHE students are expected to have the knowledge, skills, and perspectives to serve college students and to foster the learning and development of college students in a wide variety of student affairs or student success areas. The following specific program objectives are consistent with the current program assessment plan:

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.

**Individual Course Learning Outcomes**

1. The student will gain a general knowledge of theories in the field.
2. The student will understand the history and development of theories within the field.
3. The student will be able to analyze ethical issues in theory development and application

**Course Assignments and Activities**

**Welcome**

Welcome to SAHE 5343! In this course we will learn about the growth and development of college students. The course covers a great deal of theory, with a strong focus on how to apply theory toward the goal of developing a good understanding of how to nurture, engage, and support different student populations in higher education through a critical social justice lens.

It is important for you to have a successful experience in this course. Please keep me informed when illness or personal demands interfere with your coursework.

**Attendance, Participation, Professionalism**

Your active participation in small and large group discussion is necessary for the success of this class. Since participation in discussions cannot be made up outside of class, and exchanging viewpoints is an important educational component of the class, attendance in class is required. You do get graded on attendance, and I will take attendance each class period. If you must be absent for any reason, let me know ahead of time. (If I know ahead of time and you have a good excuse, then I will deduct fewer points for the absence). In addition, a portion of your grade is based on participation and professionalism. Please note that questions about or critiques of any aspect of the course are welcome as long as they are raised in a professional manner.
Student Teach Back Presentations

During each week, a student will lead facilitate a presentation and a class discussion on an assigned college student population. Each population will be drawn from a Scholarly Journal relating to theories of college student development. The Discussion Leader (the student responsible for presenting the journal article) will develop a single Presentation and at least 2 discussion questions. Students will have 15-20 minutes to facilitate their class discussion and presentation. **These are due each Monday before class.**

Case Studies

To learn theoretical integration to practice, students will engage in reciprocal learning with other students and will unpack case studies. Students will be expected to facilitate discussion with their peers to engage in deeper learning and to help others process the material from the assigned case study using a standard format required by the course instructor. For each case study video assigned for that week, you will write a one-page response to what you learned. You will submit that to the drop box on the assigned date.

During the last week Students will take engage in a virtual case study competition as a “final examination” on college student development theory. Students will conceptualize a case study response in the form of a recorded presentation. Students will work in groups assigned by the instructor. Each group will be given one week to respond to the case study to apply what you have learned in the course. This will assess your learning in the course. Your recorded case study competition will be distributed externally to a panel of judges from the profession of higher education/student affairs who will provide feedback. There feedback will not solely determine your final grade, but you help you consider the practical application about the theory to practice connection. **These are due each Monday before class.**

Theory Paper

The process of applying existing theory to student experiences helps one to begin seeing additional ways of looking at the experiences of college students. Students will work in individually to self-author an individual integrative theory “remix” paper in which they will be asked to “re-story” their own narrative by weaving together college student development theories. You will then develop your own theory of student development through conceptualization of integrating multiple theories or models. You will take existing theories and models from our class and “remix” them to create a new original conceptual theory or model you will name. Thus, you will author your own metatheodel (multiple theories and models). Each student will sign up for their multiple identities in class. **This is due after December 3, 2023.**

Student Engagement Program Presentation

Using the guidelines set forth by George Kuh’s Model of Student Engagement, each student will individually develop a high impact practice (HIP) student engagement program that facilitates student development and learning for several student populations addressed in Student Engagement in Higher Education. The student engagement program will be presented via recorded presentation as defined in the course calendar. **These are due each the last week of the course before class on Monday.**
Discussion Assignments:

- **Best Guess:** Every person develops "informal theories" regarding the ways in which individuals develop in college, the issues they face, and areas in which they need to change in order to become more fully functioning. Create a profile of a student comparing their freshmen year to their senior year. Describe at least three things that changed about them over the course of their college career and why.

- **Selfie Project:** Each student will create a Selfie which should illustrate you relating to a student development concept. You must be visible and recognizable in the selfie. The assignment requires that you post your 50–75-word caption naming and explaining the concepts you are illustrating.

- **Vector Tunes:** Each person identifies a music video or song that they believe illustrates one of Chickering’s vectors. The assignment requires that you post your 50–75-word caption naming and explaining the concepts you are illustrating.

- **Show and Tell:** Post a photo of an item to the discussion that illustrates a stage of personal, social, educational, and career planning development in your life. You will share with your peers the significance of the item and to which theory it relates.

- **Letter to a Mentor/Advisor:** Compose a thank you letter to a mentor or advisor you had during your undergraduate college years. Describe how they helped you learn something about yourself, a time they challenged you or held you accountable and how they gave you the courage to take action.

Course Evaluation and Assessment

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<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Theory Paper</td>
<td>300</td>
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<tr>
<td>Student Engagement Program</td>
<td>250</td>
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<tr>
<td>Weekly Case Studies/Case Study Competition</td>
<td>200</td>
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<tr>
<td>5 @ 20 points each/competition @ 100 points</td>
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<tr>
<td>Discussion Assignments 5 @ 20 points</td>
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<tr>
<td>Teach Back</td>
<td>100</td>
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<tr>
<td>Participation/Professionalism</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>1000 points</strong></td>
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</table>

**Grade**                  **Percentage**
A                        90-100
B                        80-89
C                        70-79
D                        60-69
F                        59 or below
AF Failure due to unauthorized withdrawal or excessive absence.

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.

**Grading Policies:**

**Withheld Grades Semester Grades Policy:** 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 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. 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 for the purpose of computing the grade point average.

**Attendance Policy:** Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. If you miss class, it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e., illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possible to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. Course assignment due dates listed are definite to provide you an opportunity to plan accordingly. Expected Student Behavior Professionalism: While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know, and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc. 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). 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.

**COURSE INFORMATION:** This is a livestream class. Students are expected to actively participate in class discussion. Disruptive, distracting or disrespectful 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. 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 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, go to [http://www.sfasu.edu/disabilityservices/](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. 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. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp). 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.

**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.). 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](https://www.sfasu.edu/judicial/earlyalert.asp) or call the office at (936) 468-2703.

**Perkins College of Education Diversity Statement:** The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect and shared responsibility, faculty, staff and students will demonstrate an understanding and
sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion and spiritual values in order to enhance the quality of life in a diverse, global community.

**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:
1. Health Services
2. Counseling Services
3. Student Outreach and Support
4. Food Pantry
5. Wellness Coaching
6. 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
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.
## Course Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>Week 1-Week 3</th>
<th>Date</th>
<th>Module I: Student Development</th>
<th>Assignments</th>
</tr>
</thead>
</table>
|                | 08/28-09/11 |                               | • Syllabus Review  
                |        |                               | • Using Theory in Case Studies  
                |        |                               | • Assigned Readings (check D2L folder)  
                |        |                               | • Case Study 1 /Video  
                |        |                               | [https://www.youtube.com/watch?v=mocXz-tEQ4M](https://www.youtube.com/watch?v=mocXz-tEQ4M) |
| Intersections of Multiple Identities: |        |                               | • Assigned Readings (check D2L folder)  
                |        |                               | • Case Study 2 /Video  
                |        |                               | [https://www.youtube.com/watch?v=iLPaTRDqODI](https://www.youtube.com/watch?v=iLPaTRDqODI) |
| Week 4-Week 7 | 09/18-10/9 | Module II: Advising & Supporting | College Impact Models:  
                |        |                               | Kuh Student Engagement  
                |        |                               | Astin Student Involvement  
                |        |                               | Tinto Theory of Student Departure/Theory of Academic & Social Integration  
                |        |                               | Schaller Sophomore Success  
                |        |                               | Freshman W Curve  
                |        |                               | Self-Authorship:  
                |        |                               | Baxter-Magolda (Self-Authorship), p. 361-369, 374-376  
                |        |                               | Transition Theory:  
                |        |                               | Schlossberg (Transition) p. 37-38  
                |        |                               | Schlossberg (Mattering & Marginality) p. 36-38  
                |        |                               | Case Study 3  
<pre><code>            |        |                               | Video: [https://www.youtube.com/watch?v=WGk6lix4E9c](https://www.youtube.com/watch?v=WGk6lix4E9c) |
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<tr>
<th>Week 8-Week 12</th>
<th>10/16-11/13</th>
<th><strong>Module III: Social Justice &amp; Inclusion of Underrepresentation:</strong></th>
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<td><strong>Engaging Adult Leaners:</strong></td>
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<td></td>
<td>• Chapter 15: Engaging Commuter, Part-Time, and Returning Adult Students</td>
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<td>• Chapter 21: Engaging Graduate and Professional Students</td>
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<td><strong>Social Class:</strong></td>
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<td>• Chapter 17: Engaging First-Generation Students</td>
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<td>• Chapter 18: Engaging Poor and Working-Class Students</td>
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<td><strong>Yosso’s Community Wealth Model (Assigned Reading)</strong></td>
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<td><strong>William Barratt Social Class Model (Assigned Reading)</strong></td>
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<td><strong>Case Study 4/Video:</strong></td>
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<td><strong>Sanford (Challenge &amp; Support) p. 35-36</strong></td>
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<td></td>
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<td><strong>Chickering (Vectors), p. 296-302</strong></td>
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<td><strong>Rendon (Validation) p. 39-41</strong></td>
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<td><strong>Black Identity Development, p. 96-102, 148-149</strong></td>
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<td><strong>Native American Identity Development, 111-112, 144-148</strong></td>
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<td><strong>Disability &amp; Identity:</strong></td>
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<td><strong>Johnstone, 234-235</strong></td>
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<td><strong>Davidson &amp; Henderson, 235</strong></td>
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<td><strong>Gibson, 236-237</strong></td>
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<td><strong>Forber-Pratt &amp; Aragon, 237-238</strong></td>
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<td><strong>Case Study 5/Video:</strong></td>
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<td><strong>Week 13</strong></td>
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<td>11/20</td>
<td>Thanksgiving Break</td>
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<td></td>
<td>11/27</td>
<td><strong>Week 14</strong></td>
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<td>• Student Engagement Program Presentations</td>
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</tbody>
</table>

SAHE 5343 Semester 2023 PAGE 10
Week 15  12/04
- Theory Paper Due
- Case Study Competitions
- Student Engagement Program Presentations

Week 16  12/11
- Case Study Competitions
- Student Engagement Program Presentations

Other important dates to remember for the Fall 2023 semester:

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates listed below are for 15-week course</th>
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<tbody>
<tr>
<td>Class begins</td>
<td>August 28, 2023</td>
</tr>
<tr>
<td>Official Reporting Date</td>
<td>September 1, 2023</td>
</tr>
<tr>
<td>Withdrawal Date w/ W</td>
<td>September 29, 2023</td>
</tr>
<tr>
<td>Holidays (Campus Closed)</td>
<td>Thanksgiving holiday- November 18-26</td>
</tr>
<tr>
<td>Final Exams</td>
<td>December 11-15</td>
</tr>
<tr>
<td>Commencement</td>
<td>December 16</td>
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