

COU 519
Introduction to Student Affairs Syllabus
Fall 2019

Course Credits: 3 hours
Instructor: Michara DeLaney-Fields, Ph.D.
Office: Human Services Building, (HSTC) Rm. 302
Office Hours: Virtual M 7:00-8:00 p.m. or by appointment
Course time: Wednesdays, 7:15 – 9:45 p.m.
Phone: 832-745-1740
Email: Michara.Delaney-Fields@sfasu.edu

Text/Readings:

- McClellan, G. & Stringer, J. (2009). *The Handbook of Student Affairs Administration* (3d. ed.), San Francisco: Jossey-Bass.
- Amey, M., & Reesor, L. (n.d.). *Beginning your journey: A guide for new professionals in student affairs* (Fourth ed.).

Recommended books (Each of these books is on reserve in the Office of the Dean of Student Affairs):

1. Magolda, P.M. & Magolda, M.B. (2011) *Contested Issues in Student Affairs: Diverse Perspectives and Respectful Dialogue*, Sterling, VA: Stylus.
2. Dean, L.A. (2009) *CAS Professional Standards for Higher Education 7th Edition*, Washington, D.C.: Council for the Advancement of Standards in Higher Education.

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
- Applying Professional Standards
- Legal Issues in Student Affairs
- Changing Student Populations
- Multiculturalism/Intercultural Dialogue

- Integrative Learning/Academic Partnerships

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 completion of the first experiential course (COU 581), students will demonstrate the mastery of the basic skills utilized in the student affairs profession.
3. 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.
4. Upon the completion of the COU 594, students are able to demonstrate the knowledge and skills necessary to engage in an effective counseling relationship with clients.
5. Students demonstrate competence in the core curriculum areas of concentration.
6. Students demonstrate the ability to effectively carry out all the job requirements of a professional in the field by completing a 100 hour practicum.

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/printable/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. 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 <http://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.

Course Requirements and Assignments:

Your Higher Ed Journey: Your first paper will be due on *Wednesday, September 4th*. 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 in Chapter 1 of "Beginning Your Journey." Come to class prepared to discuss. ***Due: September 4th.***

SA Pro Interviews: Students must conduct an interview with a student affairs professional who has been in the field at least two years. This person ***must be employed at a school other than SFA***. The interview may not be conducted via email. It must be conducted via skype or phone. The conversation should revolve around the following questions: Why did they choose the student affairs profession? Why did they choose the functional area in which they work? What is their favorite part of their job? What is their least favorite part of the job? What surprised them most in their first fulltime job in the field? What advice do they have for graduate students looking to enter their field/functional areas? Students will write up what they learn in a 3-5 page paper. The paper should not just be a transcript of the conversation but should reference concepts discussed in class. ***Due: November 28th.***

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 both the report and the presentation.

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 be 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: November 14

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:

Higher Ed Journey 50 points
Discipline Analysis Project 100 points
SA Pro Interview 100 points
Career Simulation Project 50 points

Points	Grade	Percentage
270-300	A	90-100
240-269	B	80-89
210-239	C	70-79
180-209	D	60-69
179 or below	F	59 or below
	AF	Failure due to unauthorized withdrawal or excessive absence.

**COU 519 Intro to Student Affairs
Tentative Course Outline/Calendar**

Week	DATE	TOPIC	ASSIGNMENTS/Readings
Week 1	8/28	Course Overview/Overview of Student Affairs/ Theory in Student Affairs	No Readings
Week 2	9/4	History of the Student Affairs Profession and Beginning your journey	Chapter 1 (McClellan), Chapter 1 (Amey) and Handout: The Development of Student Affairs (Dungy and Gordon). https://www.chronicle.com/article/WhyTheUniversitys/244010?cid=wsinglestory
Week 3	9/11	The Power of Student Engagement	Great Jobs, Great Lives (Busteed) High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (Kuh)
Week 4	9/18	Institutional Mission/Governance/ Campus Environments	Chapters 2,3 &4 (McClellan) Chapter 2 (Amey)
Week 5	9/25	Financial Pressure in Student Affairs/Budgeting and Financial Management	Chapter 5, Chapter 25 (McClellan)
Week 6		Accountability/Assessment/ Student Learning Using Data to Tell Our Story: A link to a video will be sent.	Chapter 27 (McClellan) Chapter 6 (Amey) “Disruption, Change, and Telling the Story of Student Affairs”
Week 7	10/9	Reflective Practice in Student Affairs/Integrative Learning	TBA
Week 8	10/16	Ethics in Student Affairs/ Professional Standards in Student Affairs	Chapter 10, Chapter 11 (McClellan) Chapter 3 (Amey)
Week 9	10/23	Academic & Student Affairs Partnerships/ Persistence and Success	Chapter 21 (McClellan), Chapter 5 (Amey) Handout: If Student Affairs –Academic Affairs Collaboration is such a good idea, why are there so few examples of these partnerships in American Higher Education.”
Week 10	10/30	Managing Campus Crisis Maintaining Work/Life Balance	Chapter 14, Chapter 30 (McClellan) Chapter 7 & 10 (Amey)
Week 11	11/6	Legal Issues in Student Affairs/Effective Management in Student Affairs	Chapter 26, Chapter 19 (McClellan) Chapter 4 (Amey)
Week 12	11/13	Career Discernment (in-	Chapter 9, 11 & 12 (Amey)

		class activity)	
Week 13	11/20	Town & Gown Issues/Political Environments	Chapter 23, Chapter 22 (McClellan)
Week 14	11/27	Thanksgiving Holiday- NO CLASS	
Week 15	12/4	Course Wrap-up	Chapter 13 (Amey)
Week 16	12/11	FINALS Week	Complete course evaluation and instruction meetings

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