II. COURSE DESCRIPTION AND PREREQUISITE(S):
The historical and philosophical development of the Student Affairs profession will be explored and discussed. Major topics include an in-depth study of the offices that typically constitute the division of Student Affairs. This includes history, function, foundational principles, personnel, organizational structures, and professional competencies. Course content will be presented in independent study of selected readings.
Prerequisite(s): Permission of instructor

III. COURSE OBJECTIVES:
The student will be able to
A. Develop an in-depth understanding of Student Affairs - history, foundational principles and theories, function units, and competencies,
B. Identify topics and functional units of personal interest in the profession,
C. Apply theoretical concepts to practical skill development,
D. Grow through shared experiences related to Student Affairs, as students and professionals,
E. Develop a familiarity with professional journals and major publications in Student Affairs,
F. Motivate self-guided learning and exploration, and
G. Recognize guiding standards and policies related to the profession.

IV. CONTENT OUTLINE:
A. History – postsecondary education and Student Affairs
B. Foundations and Principles
C. Functional Units and Hierarchal Models
D. Competencies

V. INSTRUCTIONAL ACTIVITIES:
A. Text and supplemental reading
B. Student development theory application
C. Functional unit exploration – interviews, audits, best practices
D. Competency development
E. Group / team presentations
F. Case study analysis

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: Functional unit interviews & CAS audit

VII. TEXT(S) AND RESOURCES:
VIII. EVALUATIONS, ASSIGNMENTS AND GRADING PROCEDURES:
Evaluation of grades will be determined by assignments, projects, presentations, and class discussions. Late assignments will receive a deduction of 10% the total point value for each day late. Due dates can be found in the Canvas course shell.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student development theory assignment</td>
<td>20 pts</td>
<td>14%</td>
</tr>
<tr>
<td>Functional unit presentation (30pts)</td>
<td>30 pts</td>
<td>21%</td>
</tr>
<tr>
<td>CAS audit report</td>
<td>40 pts</td>
<td>29%</td>
</tr>
<tr>
<td>Discussion Board Posts (5x10 pts)</td>
<td>50 pts</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Total (100 pt scale / 10 pts per letter grade)</strong></td>
<td>140 pts</td>
<td>100%</td>
</tr>
</tbody>
</table>

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
E = below 60%

A brief description for each assignment is provided below. Detailed instructions for each assignment can be found in the PSE 615 Canvas Course Shell > Getting Started > Semester Assignments Overview.

Student Development Theory Assignment:
PSE 615 students will create a developmental intervention program utilizing two theoretical constructs learned in class: The Cube and The Seven Vectors. The purpose of the assignment is to help students identify a specific developmental need of students and execute a plan of how to educate them on overcoming the need.

Functional Unit Presentations:
PSE 615 students will investigate and form a comprehensive understanding for the role various functional units serve within the division of Student Affairs. This understanding will help emerging professionals serve and make referrals to students based on their individualistic needs. The instructor will select one functional unit for the student to investigate. Interviews with administrators, outside of MSU, representing three distinct institutional types will be conducted as part of the process.

Discussion Board:
Students will receive a discussion prompt from the instructor relevant to past readings. Direct responses to the DB prompt and fellow students’ posts are expected.

CAS Audit Project:
The Council for the Advancement of Standards (CAS) in Higher Education publishes a set of professional standards, widely accepted as a guide for practitioners throughout the country. The purpose of the audit is to introduce students to CAS within the context of their selected functional units. Students will use a CAS-Self-assessment Guides (SAG) Instrument to audit a functional unit investigated earlier in the term.

IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletin.
X. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Institutional Diversity, Equity & Access, 103 Wells Hall, 270-809-3155 (voice), 270-809-3361 (TDD).