



# Student Affairs in Higher Education

UNIVERSITY OF COLORADO  
**COLORADO SPRINGS**

## Undergraduate Minor: Student Affairs in Higher Education

### Student Handbook

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## **Introduction to Student Affairs in Higher Education (SAHE)**

Welcome to the undergraduate minor in Student Affairs in Higher Education at UCCS. By enrolling in one of the excellent programs offered here, you are beginning your journey toward being an educational leader. You are now embarking upon an adventure in learning. Through this program you will be in partnership with a faculty of outstanding professionals who are also leaders in the field of higher education. They have been selected because of their commitment to excellence, their outstanding record in teaching adults, and their ability to mentor and develop leaders.

The curriculum for the undergraduate minor in Student Affairs in Higher Education (SAHE) has been carefully designed to ensure the development of educational leaders who can transform institutions into learning communities in which all members of a diverse society are accorded opportunity and respect. This curriculum has been developed on a foundation of research in the areas of leadership, administration, student development theory, social and cultural development, and ethical issues.

As an active participant in this program, you will develop as a leader through an expanded self-knowledge and worldview. You will develop student affairs competencies and leadership strategies.

Warren Bennis has written that the primary goal of leadership is the creation of a human community held together by a common purpose. True leaders, he said, demonstrate a balance of competence, virtue, and vision. It is our mission to guide you in developing all three.

Questions about the undergraduate minor in SAHE can be addressed by contacting:

The Student Resource Office  
Columbine Hall 3023  
Phone: (719) 255-4996  
Email: [education@uccs.edu](mailto:education@uccs.edu)

OR

SAHE Program Coordinator  
Dr. Patty Witkowsky  
Columbine Hall 3051  
Phone: (719) 255-4339  
Email: [pwitkows@uccs.edu](mailto:pwitkows@uccs.edu)

## **Department Mission Statement**

The faculty of the Department of Leadership, Research, and Foundations (LRF) is committed to the development of leaders and researchers who:

- model integrity,
- demonstrate respect for the dignity and worth of individuals within a diverse society,
- embrace and demonstrate ethical behaviors and democratic dispositions,
- promote effective instructional practices,
- challenge themselves and others toward continuous improvement of educational programs,
- display passionate commitment to ensure every student learns,
- create learning communities, and
- produce research that applies rigorous methods and analytic tools to address significant questions that influence effective educational policy and practice.

The faculty accepts the critical role of mentorship in adult learning and of building knowledge with students while challenging them to develop competencies and broaden their intellectual horizons.

## **Academic Policies and Procedures**

The undergraduate minor in Student Affairs in Higher Education adheres to all UCCS academic policies and procedures. Please refer to the Registrar's website for specific university policies and below for specific program policies.

### **Grade and Quality of Work Requirements**

#### **Declaration of the Minor**

Students must declare the SAHE Minor by the first week of their semester of graduation from the university.

#### **Minimum Grade Point Averages**

To remain in good academic standing in the undergraduate minor in SAHE, a student is required to maintain at least a C (2.0) grade point average in SAHE coursework.

#### **Minimal Acceptable Grades**

Any undergraduate course (required courses and elective courses) applied to the undergraduate minor in SAHE must have a grade of C or better.

#### **Transfer Credits**

Up to six credits for elective courses can be transferred into the undergraduate SAHE minor. Please speak with your advisor about any transfer credits you wish to apply to your SAHE minor.

#### **Incomplete Grades**

A grade of "I" will convert to "F" if the work is not completed within the one-year maximum period of time according to University policy. A grade of "I" should be given only when the following conditions are met:

1. The student requests an incomplete grade.
2. Reasons for not completing course requirements are beyond the student's control.
3. A substantial amount of coursework has been completed at a passing level by the student.
4. The instructor sets the conditions whereby the coursework will be completed within one year.

Students are only allowed to receive one incomplete during the duration of the minor. Requests for a second incomplete will not be granted and the grade received during the course will be awarded. If the grade earned is below a C the student will be required to re-take the course to successfully complete the minor requirements. Because students in the SAHE program have multiple faculty throughout the program, it is the responsibility of the student to ensure this policy is adhered to. If an incomplete is requested, the student must contact the SAHE Program Coordinator to maintain record of the incomplete.

#### **Course Withdrawals**

Course withdrawals will be granted only to students with a passing grade.

## **Ethics**

### **Ethical and Professional Behavior**

Students are expected to maintain high standards of ethical and professional conduct in order to be a successful member of the program learning community. Professional behavior is required to complete the program successfully and often is the hallmark of educational and career success.

### **UCCS Student Code of Conduct**

The purpose of the Student Code of Conduct is to maintain the general welfare of the university community. The university strives to make the campus community a place of study, work, and residence in which individuals are treated, and treat one another, with respect and courtesy:

<http://www.uccs.edu/dos/student-conduct/student-code-of-conduct.html>

### **UCCS Student Rights and Responsibilities**

<http://www.uccs.edu/orientation/student-resources/student-rights-and-responsibilities.html>

### **UCCS Academic Ethics Code Policy**

<http://www.uccs.edu/Documents/vcaf/200-019%20StudentAcademic%20Ethics.pdf>

### **Plagiarism\***

Plagiarism is not tolerated at UCCS. Plagiarism is defined in the **UCCS Bulletin** and in the **Schedule of Courses** as follows: Use of distinctive ideas or words belonging to another person, without adequately acknowledging that person's contribution. Thus defined, plagiarism includes (but is not limited to) the following:

1. Copying phrases and/or sentences from a source without placing the material in quotation marks and/or without adequate acknowledgment of the source;
2. Mosaic copying of phrases and/or sentences from a multiple source without placing the material in quotation marks and/or without adequate acknowledgment of the individual sources;
3. Using a source's ideas, opinions, or theories without adequate acknowledgment of the source;
4. Paraphrasing a source's words, ideas, opinions, or theories without adequate acknowledgment of the source;
5. Using a source's facts, statistics, or illustrative material without adequate acknowledgment of the source;
6. Submitting as one's own work material that is written or published by another author.

Plagiarism is sometimes thought by students to require a guilty mind, either an intent to plagiarize or attempting or meaning to plagiarize. Students also occasionally think that absence of such an intent or ignorance of plagiarism is sufficient to exonerate them. None of these beliefs are true. As defined, plagiarism is a crime of extension, not of intention: If there is sufficient evidence of copying, use without acknowledgment, or submission of another's work, plagiarism is committed, regardless of the student's intent or lack thereof and regardless of the student's knowledge or lack thereof. Plagiarizing is grounds for dismissal from the undergraduate minor in SAHE.

\*Adapted from UCCS College of Letters, Arts, and Science Plagiarism Policy:  
[http://www.uccs.edu/~srehorst/labs/Modules/Plagiarism\\_Guidelines.pdf](http://www.uccs.edu/~srehorst/labs/Modules/Plagiarism_Guidelines.pdf)

### **Financial Aid and Veteran's Affairs Benefits**

Financial aid and veteran's affairs benefits, policies, and procedures must be adhered to throughout the course of study. Students who are suspected of willfully or unknowingly engaging in financial aid fraud and/or veteran's affairs benefits fraud will be turned over to the Executive Director of Financial Aid and the Director of the Office of Veteran and Military Student Affairs (if applicable).

### **Student Appeals**

Students may access the **College of Education Appeal/ Exception Procedures** at: <http://www.uccs.edu/Documents/coe/studentresources/AppealsForm2009.pdf>. This form is to be used for an appeal when a student is: (a) denied admission to professional education program; (b) denied permission to student teach or complete professional internship; (c) removed from a professional education program or internship; (d) denied permission to graduate due to missing requirements; (e) requesting an exception to specific policies, procedures, or requirements; and (f) requesting a grade change. This form is not to be used for requests to take classes out of sequence or to take a class without the proper prerequisites. Such requests should be initiated with the department chair.

## **University Requirements and Provisions**

### **Technology Competencies**

It is expected that students begin the program with foundational technology skills that include digital word processing, digital and online formats (e.g., Blackboard), and online research databases. Knowledge of the use of technology-supported multimedia, such as PowerPoint and other audio/video resources, is expected. Students who need assistance with building technological skills should speak with their professor to learn about technology resources in the COE and at UCCS. A requirement of this program is that all students must use their UCCS email account and check it regularly (every day) so as not to miss announcements. If the UCCS email address is not a student's primary one, please have emails from UCCS rerouted to the one that is checked daily.

### **Diversity Statement**

The faculty of the College of Education is committed to preparing students to recognize, appreciate, and support diversity in all forms—including ethnic, cultural, religious, gender, economic, sexual orientation, and ability—while striving to provide fair and equitable treatment and consideration for all. Any student who believes that he or she has not been treated fairly or equitably for any reason should bring it to the attention of the instructor, department chair, or the dean of the College of Education.

### **Accommodations**

The College of Education wishes to fully include persons with disabilities. In compliance with section 504 and the Americans with Disabilities Act (ADA), UCCS is committed to ensuring that

*“no otherwise qualified individual with a disability ... shall, solely by reason of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity...”* For students with a disability who believe they will need accommodations, it is their responsibility to contact and register with the Disabilities Services Office and to provide them with documentation of the disability to determine the type of accommodations that are appropriate for the situation. To avoid any delay in the receipt of accommodations, the student should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive, and disability accommodations cannot be provided until a “Faculty Accommodation Letter” from the Disability Services Office has been given to the professor by the student. Please contact Disability Services for more information about receiving accommodations at Main Hall, Room 105, 719-255-3354 or [dservice@uccs.edu](mailto:dservice@uccs.edu).

### **Military and Veterans Affairs**

Military students who have the potential to participate in military activities, including training and deployment, should consult with faculty prior to registration for any course, but no later than the end of the first week of classes. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student’s commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences. The instructor will consider absences due to participation in verified military activities to be excused absences. If, however, it appears that military obligations will prevent adequate attendance or performance, the instructor may advise the student to register for the course at another time, when s/he is more likely to be successful.

### **Title IX**

Students violating Title IX provisions will be given one verbal warning with the understanding that a second incident may, at the instructor’s discretion, result in the student being dropped from the class (with the exception of harassment for which one incident is grounds for immediate action). If the disruptive student is dropped after the final drop date, the student will receive a grade of “F” in the course. In all courses, the decision to excuse an absence is solely at the discretion of the instructor. In addition, plagiarism or cheating of any manner will result in a failing grade for the class.

UCCS does not discriminate on the basis of sex in employment or in its education programs and activities and is committed to providing an environment in which all individuals can achieve their academic and professional aspirations free from sex discrimination. UCCS prohibits sex discrimination, including “sexual misconduct,” as defined in CU policy. “Sexual misconduct” includes sexual assault, sexual exploitation, intimate partner abuse, gender/sex-based stalking, sexual harassment, and any related retaliation. UCCS does not tolerate acts of discrimination or harassment on the basis of race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation, or political philosophy in admission and access to, and treatment and employment in, its educational programs and activities. Faculty, staff, and students may report allegations of sexual misconduct, discrimination, or harassment to the UCCS Title IX Coordinator. Additional information can be found at [www.uccs.edu/equity](http://www.uccs.edu/equity).



Sexual misconduct, discrimination, and harassment reports may be made to: Julia Paris, Title IX Coordinator | Office of Institutional Equity, ACAD 106 | 719-255-4324 | [jparis5@uccs.edu](mailto:jparis5@uccs.edu)

Privacy Note: CU policy requires faculty to report to the Title IX Coordinator any personal disclosure regarding sexual misconduct, discrimination, or harassment shared with the faculty by a student. Certain student disclosures to a faculty member, whether in person, via email, and/or in classroom papers or homework exercises, may be subject to this requirement. While faculty often are able to help students locate appropriate resources on campus, certain disclosures by the student to the faculty require that the faculty inform the Title IX Coordinator to ensure that the student's safety and welfare are being addressed, *even if the student requests that the disclosure be private*. Students seeking confidential resources on campus may contact (1) the UCCS Counseling Center, 719-255-3265 or (2) the UCCS Student Health Center, 719-255-4444, located in the Student Recreation and Wellness Center.

## **Degree Plan for Undergraduate Minor: Student Affairs in Higher Education**

### **REQUIRED COURSES**

#### **Offered Fall Semesters**

LEAD 2000-3: Introduction to Student Affairs in Higher Education

LEAD 3000-3: How College Students Develop

#### **Offered Spring Semesters**

LEAD 3010: Diversity and Inclusiveness in Higher Education

LEAD 4010: Internship in Student Affairs in Higher Education

### **ELECTIVE COURSES (6 credits of elective courses required for SAHE Minor)**

BUAD 3010: Career Strength Assessment

COMM 1020: Interpersonal Communication

COMM 1440: Foundations of Leadership

COUN 3100: Career Planning

COUN 3500: Group Dynamics and Group Process

COUN 4070: Adventure Education

COUN 4500: Wellness, Resilience, and EI

GPS 4090: Peer Mentors for Gateway Seminar

HSCI 1020: Personal Fitness and Wellness

LEAD 4500: Student Leadership Seminar

SOC 2200: Introduction to Race and Ethnicity

SOC 2250: Gender Images

SOC 3210: American Minority Communities

SOC 3250: Power, Privilege and Social Difference

SOC 4230: Foundations of Disability Studies

SOC/WEST 3330: Restorative Practices

SOC/WEST 4040: Gender and Sexuality

SOC/WEST 4080: Men and Masculinities

SOC/WEST 4310: Class, Stratification and Power

SOC/WEST 4530: Advanced Privilege Studies

WEST 1010: Introduction to Social Justice Studies: Leadership, Inclusion, and Engagement

## **COURSE DESCRIPTIONS AND OBJECTIVES**

### **(in numerical order)**

#### **LEAD 2000-3**

##### **Introduction to Student Affairs in Higher Education**

In this course, students will be introduced to the evolution of higher education and the student affairs profession, and how the origins of the field influence current professional practice. Approved for Compass Curriculum requirement: Explore-Society, Health and Behavior.

Learning Outcomes:

- Describe the origin, evolution, and role of the U.S. higher education system in society.
- Describe the inherent ethics and values of the profession.
- Describe the role of professional standards in current practice.
- Explore the competencies and skills required in the profession.
- Explore various career opportunities within higher education.
- Discuss the various structures and organization of student affairs functional areas.
- Identify various leadership strategies, and their impact in the educational environment.
- Identify the varying roles of student affairs professionals' in the student learning process.
- Identify emerging trends and articulate the role of policy in professional practice.
- Communicate ideas effectively both orally and in writing.

#### **LEAD 3000-3**

##### **How College Students Develop**

In this course, students will examine various higher education student development theories, including racial, sexuality, intellectual, moral/ethical, personality, psychosocial, and career development. College retention theories as well as environmental factors in persistence and attainment will be explored. Approved for Compass Curriculum requirement: Navigate and Inclusiveness (Global/Diversity).

Learning Outcomes:

- Examine student development theories and student development theorists.
- Explore social identity development theories.
- Examine college student leadership development theories.
- Explore retention theories and retention theorists.
- Examine how institutions of higher education utilize student development theory in the development and implementation of programmatic interventions.
- Apply student development theories and concepts to personal experience in college.
- Explore the traits/characteristics generally associated with the Generation Z/iGen student population.
- Communicate ideas effectively both orally and in writing.

## **LEAD 3010-3**

### **Diversity and Inclusiveness in Higher Education**

In this course, students will examine the current landscape within the field of Student Affairs and Higher Education administration specifically as it relates to diversity and inclusiveness.

Approved for Compass Curriculum requirement: Navigate and Inclusiveness (Global/Diversity).

Learning Outcomes:

- Describe key concepts and salient theoretical perspectives on difference and identities in U.S. higher education, with particular attention to race/ethnicity, gender identity, sexual orientation, religion, socioeconomic status, and ability.
- Understand the theory of intersectionality and the concept of multiple identities.
- Describe how one's own identity formation has shaped her/his higher education experiences.
- Recognize and apply strategies for supporting and engaging historically marginalized and underrepresented populations in the college and university environment.
- Understand contemporary multicultural leadership theories and their application to the field of student affairs in higher education.
- Articulate and think critically about how the historical and contemporary socio-cultural context can influence various aspects of U.S. higher education and specifically the field of student affairs in higher education.
- Communicate ideas effectively both orally and in writing.

## **LEAD 4010-3**

### **Internship in Student Affairs in Higher Education**

**Prerequisites: LEAD 2000 & LEAD 3000**

In this course, students will complete a 50-hour internship experience in a leadership position on campus. Students will have the opportunity to apply their leadership skills, understanding of student affairs, knowledge of student development theory, and understanding of diversity and inclusiveness efforts on higher education campuses.

- Apply leadership skills in a 50-hour leadership and/or para-professional position in higher education (e.g., Resident Advisor, Junior Teaching Assistant, Orientation Welcome Leader, Student Government Association or Student Organization leadership position, student employment position, etc.).
- Implement individual level interventions for college students.
- Implement program-level interventions for college students.
- Develop an understanding of program assessment.
- Explain and apply the foundational and ethical underpinnings of the student affairs profession.
- Explain the experiences of graduate students in student affairs master's degree preparation programs.
- Explain the experiences of student affairs professionals in a variety of functional areas.
- Develop a student affairs-focused resume and cover letter.
- Explain application process for student affairs master's degree preparation programs.

- Reflect on para-professional experiences to contribute to refinement of career goals.
- Communicate ideas effectively both orally and in writing.

**SAHE Minor Internship Agreement**  
**LEAD 4010: Internship in Student Affairs in Higher Education**

Name: \_\_\_\_\_ Student ID: \_\_\_\_\_

Semester: \_\_\_\_\_

Field Mentor Name and Title: \_\_\_\_\_

Practicum Site: \_\_\_\_\_ Practicum Duration: \_\_\_\_\_

Students must complete 50 clock hours of an internship of which 25 hours must be in direct service to students. Students are expected to select an internship that expands and enhances their future career opportunities. Internships are intended to provide both intensive and extensive field experiences. Please indicate your goals and proposed activities for the internship and ensure this form is approved by the LEAD 4010 instructor prior to beginning your internship.

Goals:

Proposed Activities:

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*As a SAHE field mentor, I agree to encourage my mentee to explore the student affairs profession and prepare them for the realities of student affairs roles, functions, and responsibilities as related to the agreed upon internship experience. As a mentor I will provide the resources, guidance, and support necessary for my mentee to complete a successful internship.*

Field Mentor Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Student Affairs in Higher Education

UNIVERSITY OF COLORADO  
COLORADO SPRINGS

## **LEAD 4010: Internship in Student Affairs in Higher Education On-Site Supervisor Evaluation Form**

Thank you for your supervision of an undergraduate SAHE minor student in their internship experience. Please complete the evaluation form and submit it to the student at least one week before the end of the semester of their internship. If time permits, an in-person discussion with the student about their progress in the internship experience would be another learning opportunity for them to assess their strengths and areas of improvement.

If you have any questions about this form, please do not hesitate to contact Dr. Patty Witkowsky at [pwitkows@uccs.edu](mailto:pwitkows@uccs.edu).

**Student's Name:**

**Supervisor's Name:**

**Supervisor's Email Address:**

**Department/Office:**

**Dates of Internship:**

**Please check the following boxes if you agree with the statements below:**

- The student completed 50 hours in the internship.
- The student completed at least 25 of the 50 hours in direct service to students.

List three to five of the goals from the Internship Agreement form signed by the student, supervisor, and LEAD 4010 instructor. Evaluate the student's progress toward completion of each goal by circling one of the levels of completion and please also provide comments below that describe your rating.

**Goal 1:** \_\_\_\_\_

Exceeded expectations                      Met expectations                      Did not meet expectations  
Comments:

**Goal 2:** \_\_\_\_\_

Exceeded expectations                      Met expectations                      Did not meet expectations  
Comments:

**Goal 3:** \_\_\_\_\_

Exceeded expectations                      Met expectations                      Did not meet expectations  
Comments:

**Goal 4:** \_\_\_\_\_

Exceeded expectations                      Met expectations                      Did not meet expectations  
Comments:

**Goal 5:** \_\_\_\_\_

Exceeded expectations                      Met expectations                      Did not meet expectations  
Comments:

**Is there anything else you would like to share about the student's strengths and areas of improvement?**

**Are you interested in serving as a practicum site supervisor in the future? (circle one)**

Yes    Unsure    No

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date