SYLLABUS

Education 665, Fall 2018
Foundations for Student Affairs Educators
Tuesdays: 1:00 – 3:50 p.m.
Room 2328, School of Education Building

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* When emailing, please place “EDU665” in the subject line. This will help to locate your messages more easily and result in a timely response. Thank you.

COURSE DESCRIPTION

This course is intended to familiarize students with student affairs. This course focuses on the nature and purpose of student affairs, its functions, and how they can be effectively managed, coordinated, and integrated as part of the broad educational purposes of the institution. It also examines institutional strategies for organizing, staffing, and funding the extensive array of programs, services, and facilities designed to facilitate the learning and development of students. By actively participating in and successfully completing this course, students will become conversant with some of the literature and best practices associated with effective delivery of student affairs. Through an emphasis on meaning-making and portfolio pedagogy, students should also leave as more reflective practitioners and scholars. This course takes a broad look at the essential work of student affairs and its administration, examining the work through historic, theoretical, research, resource, ethical, legal, and best practice perspectives.

This course complements other CSHPE courses by drawing on: 1) theory and research from student learning and development; 2) our understanding of college students and the effects of college attendance; 3) evaluation and assessment concepts specific to student affairs; 4) basic organizational issues as applied to the study of student affairs work; and 5) experience garnered from practical engagement classes/ internships. This course is essential for graduate students intending to pursue careers in student affairs practice and administration.

COURSE OBJECTIVES

Upon successful completion of this course, students should be knowledgeable about the following areas:

• The basic framework for understanding the essential work of student affairs and its administration;
• The historical context that underscores modern practice of student affairs;
• The major underlying theory and research that guide the work of student affairs;
• The role of research, assessment, and evaluation in student affairs;
• The basic resource, legal, ethical, and technological dimensions of student affairs administration;
• The principles of good practice that guide the work of student affairs;
• The critical association of student affairs to the learning mission of higher education and its role in facilitating integrative learning;
• The unique issues related to critical incident management;
• The array of content areas associated with student affairs and the current best practices related to this work;
• How to engage in active reflection across multiple learning vehicles to create greater meaning (integrative portfolio practices); and,
• The fundamental knowledge, skills, values, attitudes, and behaviors associated with functioning as effective, reflective, and ethical student affairs practitioners.

M.A. students should leave the class feeling more prepared to enter an internship or entry-level professional position in a student-related, direct service, educator, and/or administrative role; Ph.D. students should feel more prepared to identify an area for deeper study and scholarship related to students and the work of student affairs.

REQUIRED READINGS

Readings represent a combination of classic and current literature in the field to provide context with breadth, depth, and the most recent thinking on key issues concerning student affairs. All required readings are available in Canvas and located according to date. Additionally, browse weekly the Chronicle of Higher Education at http://www.chronicle.com to keep up with current student issues. Additional readings may be provided as class handouts.

In preparing assignments, you should be aware of and seek references from the following:
• Journal of Student Affairs Research and Practice (formerly NASPA Journal--National Association of Student Personnel Administrators)
• Journal of College Student Development (ACPA/College Student Educators International)
• Journal of Counseling and Development (American Counseling Association)
• Journal of Higher Education
• Journal of College & Character
• About Campus (publication of ACPA/College Student Educators International)
• Change Magazine

Note that Wikipedia, blogs, and other non-scholarly sources may not substitute for peer-reviewed scholarship and best practices. Popular press/media may round-out perspectives but should not represent the core sources for any assignments in this course. Also consult the array of journals, other publications, and websites related to specific content areas within functional areas of student affairs and related to higher education at large. See Library Skills Workshops in this syllabus for assistance.
ASSIGNMENTS

Due dates represent deadlines. You are welcome to submit assignments in advance, if you wish. Page requirements for papers are based on double-spaced pages in standard type and font (12 point). Students are responsible for utilizing and arranging for in-class use of appropriate technology.

All assignments should be uploaded to Canvas by or on the due date. For each of the following assignments, a detailed document is available on the Canvas site, which provides specific instructions, examples, and requirements. Please be sure to read all of the assignment guidelines on Canvas.

I am happy to work with Ph.D. students individually to negotiate a research project as an alternative to the Action Plan assignment.
ASSIGNMENTS BY PROJECT & GRADING

Detailed guidelines may be found on Canvas; upload assignments to Canvas by due date. Pre-notification expected for any absences or late assignments.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Due Date</th>
<th>Grades</th>
</tr>
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<tbody>
<tr>
<td><strong>Attendance &amp; Participation</strong></td>
<td>The expectation is that you will attend each class session and actively engage with the material. This includes, at a minimum, attending class prepared, having completed readings and assignments; facilitating a reading discussion; contributing in class through active listening; offering informed contributions; completing assignments on time; intentionally applying theoretical learning to concrete practice; and adding to positive and inclusive classroom dynamics that encourage and support diversity and respect multiple points of view.</td>
<td>Each class</td>
<td>15% based on the quality of engagement</td>
</tr>
</tbody>
</table>
| **Philosophy Statement**          | 1. Draft One  
2. Final Version uploaded to your Portfolio                                                                                                                                                     | 1. 9/11        | 20% based on depth & quality of analysis, reflection, & compelling delivery (1st draft ungraded) |
| **Group Exploration of Functional Area** | 1. Functional Area Exploration Group Poster presentation to class  
2. Bring 2 copies of the draft reflection paper on Functional Area to class  
3. Final version of reflection paper on Functional Area Exploration – upload to Portfolio | 1. 10/23       | 15% based on analysis, synthesis of learning, and quality of poster; and contribution to team |
2. Action Plan Paper, Part I (literature review)  
3. Final Action Plan Paper  
4. Reflection on Action Plan | 1. 9/11        | 20% based on quality of action plan and paper (part 1 ungraded)                            |
| **Synthesizing Readings**         | 1. Weekly 1-page reflection on assigned readings, submit 8 papers total (may skip 1 week)  
| **Portfolio**                     | 1. Complete the Portfolio pre-test at: [https://umich.qualtrics.com/jfe/form/SV_czG1grdIlOgci8t](https://umich.qualtrics.com/jfe/form/SV_czG1grdIlOgci8t)  
2. Bring to class 2 examples of completed Generative Knowledge Listening Guide  
3. Read Interactive Knowledge Portfolio Guideline and initiate your portfolio  
4. Portfolio Page: Reflection on the Functional Area Exploration  
5. Conduct 3 Generative interviews by this date  
6. Portfolio Page: Reflection on the Action Plan  
7. Portfolio Page: Synthesizing Readings  
8. Obtain feedback on Portfolio from a peer and a professional mentor  
9. Philosophy Statement – final version uploaded to portfolio  
10. Complete Portfolio, including Goals and Welcome pages  
11. Complete pre-review peer evaluation of other students’ portfolios before their in class presentation and grant access by Thursday, 11/29  
12. Present Portfolio in class  
13. Complete post-test at [https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49](https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49) | 1. 9/4         | 20% for completed Portfolio, based on substance and delivery                              |

Pre-notification expected for any absences or late assignments.
## ASSIGNMENTS BY DUE DATE

Detailed guidelines may be found on Canvas; upload assignments to Canvas by due date. 
Pre-notification expected for absences / late assignments.

<table>
<thead>
<tr>
<th>Month</th>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| **September** | 9/4 | 1. Complete pre-test for Portfolio online at [https://umich.qualtrics.com/jfe/form/SV_czG1grdlLogci8t](https://umich.qualtrics.com/jfe/form/SV_czG1grdlLogci8t)  
2. Sign up (in class) to meet with Professor Taylor to discuss Action Plan Proposal |
| Before Class 2 | | 1. Meet with Professor Taylor to discuss Action Plan Proposal |
| 9/11 | 1. Philosophy Statement Draft One  
2. Action Plan Proposal  
3. Sign up (in class) for proposed Functional Area to explore  
4. Weekly Readings Synthesis Paper (8 total due) |
| 9/18 | 1. Weekly Readings Synthesis Paper (8 total due) |
| 9/25 | 1. Read Integrative Knowledge Portfolio Guideline and initiate your portfolio  
2. Bring completed Generative Knowledge Listening Guide to class (2 examples)  
3. Weekly Readings Synthesis Paper (8 total due) |
| **October** | 10/2 | 1. Action Plan Paper, Part I (literature review)  
2. Weekly Readings Synthesis Paper (8 total due) |
| 10/9 | 1. Bring your undergraduate institution’s Student Affairs mission statement to class  
2. Bring copy of Rhoads & Black (1995) article to class  
3. Weekly Readings Synthesis Paper (8 total due) |
| 10/23 | 1. Functional Area Exploration Group Poster  
2. Bring 2 copies of draft reflection paper on Functional Area Exploration to class (you will have the chance to revise this paper) |
| 10/30 | 1. Final version of reflection paper on Functional Area Exploration  
2. Weekly Readings Synthesis Paper (8 total due) |
| **November** | 11/6 | 1. Final Action Plan Paper  
2. Weekly Readings Synthesis Paper (8 total due) |
| 11/13 | 1. Weekly Readings Synthesis Paper (8 total due) |
| 11/20 | 1. By this date, conduct 3 generative interviews  
2. Reflection on Action Plan uploaded to Portfolio |
| 11/27 | 1. By this date, obtain feedback on Portfolio from a peer and professional mentor  
2. Philosophy Statement Final Version uploaded to portfolio  
3. Synthesizing Readings Page uploaded to Portfolio  
4. Portfolio Goals and Welcome pages (Portfolio should now be complete) |
| **December** | 12/4 & 12/11 | 1. Complete Pre-Review Peer Evaluation of other students’ portfolios before their in class presentations  
2. Portfolio Class Presentations; provide students and Professor Taylor access to portfolio no later than Thursday, November 29th  
3. Complete a post-test after your Portfolio presentation: [https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49](https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49)  
4. Complete class evaluation |
CLASS SCHEDULE & READINGS

(Complete all readings prior to the class session for which they are assigned.)

Class 1 – September 4

Introduction to the Management of Student Affairs

DUE / ACTION ITEMS:
- Complete pre-test for Portfolio online: https://umich.qualtrics.com/jfe/form/SV_czG1grdlLogci8t
- Sign up (in class) to meet with Professor Taylor in the coming week to discuss Action Plan Proposal

Class 2 – September 11

Historical Perspective; Conducting a Robust Literature Search

DUE / ACTION ITEMS:
- Philosophy Statement Draft One
- Action Plan Proposal
- Sign up (in class) for proposed Functional Area to explore
- Weekly Readings Synthesis paper (8 total due)


Please carefully review the following three websites and one reading on Canvas regarding how to complete an academic literature review:
- http://writingcenter.unc.edu/tips-and-tools/literature-reviews/
- http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html
- http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review
- In Canvas: RMIT Study and Learning Centre, Writing The Literature Review. Developed by the Study & Learning Centre, RMIT University © 2005

Class 3 – September 18

The Role of Social Identities and Social Justice in Building Community

DUE / ACTION ITEMS:
- Weekly Readings Synthesis paper (8 total due)


Please view this series of videos prior to class as they will be utilized during our class discuss:
- **Who, Me, Biased?** — This series takes a closer look at the unfair effects of our subconscious.
  - Peanut Butter, Jelly and Racism (2 min.)
  - Check Our Bias to Wreck Our Bias (3 min.)
  - The Life-Changing Magic of Hanging Out (2 min.)
  - Why We’re Awkward (3 min.)
  - Snacks and Punishment (2 min.)
  - High Heels, Violins and a Warning (1 min.)

**Highly Recommended:**

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**Class 4 – September 25**

**Integrative Learning in the Extended Classroom; Integrative Knowledge Portfolio**

**DUE / ACTION ITEMS:**
- Read Integrative Knowledge Portfolio Guideline and initiate your portfolio
- Bring to class: 2 examples of completed Generative Knowledge Listening Guide
- Weekly Readings Synthesis paper (8 total due)


Class 5 – October 2
The Role of Research, Assessment, and Evaluation in Student Affairs

DUE / ACTION ITEMS:
• Action Plan Paper, Part I (literature review)
• Weekly Readings Synthesis paper (8 total due)

AAC&U. Integrative Value Rubric. (You may access all Value Rubrics from this site). Available in Canvas and at http://www.aacu.org/value/rubrics/pdf/integrativelearning.pdf


Class 6 – October 9

The Essential Work and Organization of Student Affairs

DUE / ACTION ITEMS:
• Bring to class: your undergraduate institution’s Student Affairs mission statement
• Bring to class: copy of Rhoads & Black (1995) article to class
• Weekly Readings Synthesis paper (8 total due)


NO CLASS - October 15-16 Fall Recess - NO CLASS

Class 7 – October 23

Functional Area Exploration Presentations; Generative Knowledge Listening

DUE / ACTION ITEMS:
• Functional Area Exploration Group Poster
• Bring to class: 2 copies of draft reflection paper on Functional Area you will have the chance to revise this paper

Class 8 – October 30

Theory, Research, Practice Loop Guiding Student Affairs

DUE / ACTION ITEMS:
• Final version of reflection paper on Functional Area Exploration
• Weekly Readings Synthesis paper (8 total due)


Class 9 – November 6

Planning for the Unplanned: Managing Critical Incidents through a Student Affairs Lens

**DUE / ACTION ITEMS:**

- Final Action Plan Paper
- Weekly Readings Synthesis paper (8 total due)


Class 10 – November 13

Management of Student Affairs

**DUE / ACTION ITEMS:**

- Weekly Readings Synthesis paper (8 total due)


INDEPENDENT WORK – November 20 – INDEPENDENT WORK
NOTE: This class time is reserved for students to work on portfolios independently, with others, and /or with portfolio consultant Diana Perpich.

DUE / ACTION ITEMS:
• By this date, conduct 3 generative interviews
• Reflection on Action Plan uploaded to Portfolio

Class 11 – November 27
Ethics, Professionalism, Standards & Values; Management Frameworks

DUE / ACTION ITEMS:
• By this date, obtain feedback on Portfolio from a peer & a professional mentor
• Philosophy Statement Final Version uploaded to Portfolio
• Synthesizing Readings Page uploaded to Portfolio
• Complete Portfolio, including Goals and Welcome pages
• Release Portfolio to class no later than Thursday of this week


Day, P.K. (2013). Reconnecting higher education to the world: Student affairs must take leading role in defining new model. NASPA Leadership Exchange, Spring 9-11.


Class 12 – December 4

PRESENTATIONS and CLOSURE

DUE / ACTION ITEMS:
- Complete Pre-Review forms of other students’ portfolios before their in class presentations
- Class Presentations; provide students and Professor Taylor access to portfolio no later than Thursday, November 29th
- Complete a post-test after your presentation: https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49

Class 13 – December 11

PRESENTATIONS and CLOSURE

DUE / ACTION ITEMS:
- Complete Pre-Review forms of other students’ portfolios before their in class presentations
- Class Presentations; provide students and Professor Taylor access to portfolio no later than Thursday, November 29th
- Complete a post-test after your presentation: https://umich.qualtrics.com/jfe/form/SV_9KY8Qw9mxWTRX49
- Complete class evaluation (Thank you!)

ACADEMIC INTEGRITY

Operating under the highest standards of academic integrity is implied and assumed. Academic integrity includes issues of content and process. Treating the course and class participants with respect, honoring class expectations and assignments, and seeking to derive maximum learning from the experience reflect some of the process aspects of academic integrity. Claiming ownership only of your own unique work and ideas, providing appropriate attribution of others’ ideas, material, and quotes, clearly indicating all paraphrasing, and providing the trail to the original source of any idea are key components to the content of academic integrity. Aspire to the spirit and highest representation of academic integrity.

ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let me know at your earliest convenience. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; www.ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.
We have converted most course materials into Word format for accessibility. If any document is not working with your assistive technology, please contact Jane Vincent at jbvincen@umich.edu.

COMMUNITY TO DIVERSITY

In a class of this nature, it is essential that all participants operate with a shared commitment to diversity and inclusion, including striving personally to increase our own inter-cultural competence and awareness of power and privilege. The following words from the UM Program on Intergroup Relations provide an excellent grounding in this important work:

“We believe that knowledge about social diversity is essential to becoming responsible global citizens. The need for understanding between and across cultures is crucial to the development of students. We teach and learn about social group identity, social relations, intercultural communication, and social justice. We encourage students, staff, and faculty to learn about differences and similarities, to embrace them and to find commonality in the human experience. To this end, we focus on gender, ethnicity, race, sexual orientation, religion, ability status, socioeconomic class, and nationality.”

In order to demonstrate respect and enhance communication across and about diverse social identities, I ask that all class participants follow established ground rules of communication. These include:

- Listen actively -- respect others when they are talking.
- Speak from your own experience instead of generalizing ("I" instead of "they," "we," "you").
- Respect self-identified pronouns¹.
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks -- focus on ideas.
- Participate to the fullest of your ability -- growth depends on inclusion of every voice.
- The goal is not to agree -- it is to gain a deeper understanding.
- Be conscious of body language and nonverbal responses -- they can be as respectful as words.²

¹ From https://uwm.edu/lgbtrc/support/gender-pronouns/

“She, her, hers and he, him, his are the most commonly used pronouns. Some people call these “female/feminine” and “male/masculine” pronouns, but many avoid these labels because, for example, not everyone who uses he feels like a “male” or “masculine.” There are also lots of gender-neutral pronouns in use. Here are a few you might hear:

- They, them, theirs (Xena ate their food because they were hungry.) This is a pretty common gender-neutral pronoun.... And yes, it can in fact be used in the singular.
- Ze, hir (Xena ate hir food because ze was hungry.) Ze is pronounced like “zee” can also be spelled zie or xe, and replaces she/he/they. Hir is pronounced like “here” and replaces her/hers/him/his/they/their.
- Just my name please! (Xena ate Xena’s food because Xena was hungry) Some people prefer not to use pronouns at all, using their name as a pronoun instead.
- Never, ever refer to a person as “it” or “he-she” (unless they specifically ask you to.) These are offensive slurs used against trans and gender non-conforming individuals. ”

HEALTH & WELLNESS

If you have flu-like symptoms (fever of 100 or more, sore throat, aches, vomiting, cough) you should refrain from attending class, work, or social events. Be sure to practice self-care (including visiting University Health Service, drinking plenty of fluids, rest) and please be mindful about shared responsibility for community health (cover your mouth when you cough, wash your hands often, wear a mask to class, maintain protective physical distance from others). When you are ill, it is your responsibility to be in communication with me, and, when applicable, with your classmates, so that you can create and sustain a plan to make-up any missed work or assignments.

University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need to support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and https://caps.umich.edu/ during and after hours, on weekends and holidays.

RELIGIOUS OBSERVATION

This class observes University defined holidays (such as Labor Day, Thanksgiving Day, Fall Break). As other days may be of more significance than University-designated holidays, please inform me as soon as possible if a class or due date for an assignment conflicts with your observance of a holiday important to you. I will work with you to accommodate your needs.

LIBRARY SKILLS WORKSHOPS

The workshops below will give you some good basic information about how to utilize the UM library, including research skills. Additionally, Karen Downing will be attending an early class to discuss how to conduct a literature review. You may also want to view http://www.lib.umich.edu/services-graduate-students to learn more about the many services UM Library provides for graduate students. All workshops held in the University Library Instructional Center (4059 Shapiro) on the fourth floor of the Shapiro Library.

Karen Downing, Ph.D., M.I.L.S. Education Liaison and Foundations & Grants Librarian, received her Ph.D. from the U-M School of Education, and is available to answer your questions about how to navigate the university library system to support your research and academic studies. Contact Karen at kdown@umich.edu for general or specific questions, to set up a personal appointment, or to introduce yourself. Register for the workshops below at http://ttc.iss.lsa.umich.edu/ttc/sessions/sponsor/university-library/

Offered September-October; check library site for dates & times.

LIBRARY ESSENTIALS for the School of Education
BEYOND LIBRARY BASICS for the School of Education
FINDING FUNDING for Education Research
USING CITATION SOFTWARE