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, they 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.

The 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 crisis 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 cTools 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:

- About Campus (publication of ACPA/College Student Educators International)
- Change Magazine
- 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

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 cTools by or on the due date. For each of the following assignments, a detailed document is available on the cTools site which provides specific instructions, examples, and requirements. Please be sure to access and read all of the assignment guidelines on cTools, under the Resources tab.

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 & Grade

Detailed guidelines may be found on cTools; upload assignments to cTools 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>
</thead>
<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 minimum, attending class prepared, having completed readings &amp; assignments; 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>N/A</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. 9/15  
3. 12/1 | 20% based on depth & quality of analysis, reflection, & compelling delivery (1st draft ungraded)                                                   |
| **Explore a Functional Area** | 1. 10 page paper - Exploration of a Functional Area  
2. Reflection paper draft; bring 2 printed copies to class  
3. Final version of Reflection paper uploaded to your Portfolio                                                                                                                  | 1. 10/27  
2. 10/27  
3. 11/3 | 15% based on analysis, synthesis of learning, and paper                                              |
2. Action Plan Paper, Part I (literature review)  
3. Final Action Plan Paper  
4. Reflection on Action Plan                                                                                                                                                      | 1. 9/15  
2. 10/6  
3. 11/10  
4. 11/24 | 20% based on quality of action plan and paper                                                        |
| **Synthesizing Readings** | 1. Weekly 1-page reflection on 1-2 readings of your choice, submit 8 papers total  
2. Synthesizing Readings Paper (Portfolio Page)                                                                                                                                                       | 1. Weekly, 8 total  
2. 12/1 | 10% for portfolio page/paper, based on depth and quality of analysis & reflection                  |
2. Bring completed Generative Knowledge Listening Guide (2 examples) to class  
3. Complete Portfolio tutorial  
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 Portfolio Page  
8. Seek 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  
2. 9/29  
3. 9/29  
4. 11/3  
5. 11/24  
6. 11/24  
7. 12/1  
8. by 12/1  
9. 12/1  
10. 12/1  
11. 12/8 | 20% for completed Portfolio, based on substance and delivery                                          |
## Assignments By Due Date

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
</table>
Sign up in class to meet with the Instructor to discuss Action Plan Proposal |
| | Before Class 2 | Meet with instructor to discuss Action Plan Proposal |
| | 9/15 | Philosophy Statement Draft One  
Action Plan Proposal  
Sign up in class for Functional Area to Explore  
Weekly Synthesizing Reading Paper (1 of 9 available weeks) |
| | 9/22 | Weekly Synthesizing Reading Paper (2 of 9 available weeks) |
| | 9/29 | Complete portfolio tutorial  
Bring completed Generative Knowledge Listening Guide to class (2 examples)  
Weekly Synthesizing Reading Paper (3 of 9 available weeks) |
| **October** | 10/6 | Action Plan Paper, Part I (literature review)  
Weekly Synthesizing Reading Paper (4 of 9 available weeks) |
| | 10/13 | Bring your undergraduate institution’s Student Affairs mission statement and organizational chart to class  
Bring copy of Rhoads & Black (1995) article to class  
Weekly Synthesizing Reading Paper (5 of 9 available weeks) |
| | 10/27 | Functional Area Exploration paper  
Draft version of reflection paper on Functional Area Exploration – *bring two copies to class* |
| **November** | 11/3 | Final Version of Reflection paper on Functional Area Exploration uploaded to Portfolio  
Weekly Synthesizing Reading Paper (6 of 9 available weeks) |
| | 11/10 | Final Action Plan Paper  
Weekly Synthesizing Reading Paper (7 of 9 available weeks) |
| | 11/17 | Weekly Synthesizing Reading Paper (8 of 9 available weeks) |
| | 11/24 | By this date, conduct 3 generative interviews  
Reflection on Action Plan uploaded to Portfolio  
Weekly Synthesizing Reading Paper (9 of 9 available weeks) |
| | 12/1 | By this date, obtain feedback on Portfolio from a peer and professional mentor  
Philosophy Statement final version uploaded to portfolio  
Synthesizing Readings Page uploaded to Portfolio  
Portfolio Goals and Welcome pages; *Portfolio should now be complete* |
Class Schedule & Readings

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

Class 1 Introduction to the Management of Student Affairs
September 8

**DUE:** Complete pre-test for Portfolio online: [http://bit.ly/mport-prev2](http://bit.ly/mport-prev2)
Sign up in class to meet with professor to discuss Action Plan Proposal

Class 2 Historical Perspective; Conducting a Robust Literature Search
September 15

**DUE:** 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 cTools regarding how to complete an academic literature review:

- [http://www.unc.edu/depts/wcweb/handouts/literature_review.html](http://www.unc.edu/depts/wcweb/handouts/literature_review.html)
- [http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html](http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html)
- [http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review](http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review)
- In cTools: RMIT Study and Learning Centre, Writing The Literature Review. Developed by the Study & Learning Centre, RMIT University © 2005
Class 3 The Role of Social Identities and Social Justice in Building Community
September 22

DUE: Weekly Readings Synthesis paper (8 total due)


Class 4 Integrative Learning In the Extended Classroom; Integrative Knowledge Portfolio
September 29

DUE: Complete Portfolio tutorial at the link in the Assignment Guideline
Bring completed Generative Knowledge Listening Guide to class (2 examples).
Weekly Readings Synthesis paper (8 total due)


8/27/2015


**Class 5 The Role of Research, Assessment, and Evaluation in Student Affairs**

October 6

**DUE:** Action Plan Paper, Part I (literature review)
Weekly Readings Synthesis paper (8 total due)


**Class 6 The Essential Work and Organization of Student Affairs**

October 13

**BRING:** Your undergraduate institution’s Student Affairs mission statement & org chart
Copy of Rhoads & Black (1995) article to class

**DUE:** Weekly Readings Synthesis paper (8 total due)


**October 19-20  Fall Recess—NO CLASS**

**Class 7  Functional Area Exploration Presentations; Generative Knowledge Listening**
October 27

**DUE:** Functional Area Exploration Paper  
Bring 2 copies of draft reflection paper on Functional Area to class (you will have the chance to revise this paper)

**Class 8  Theory, Research, Practice Loop Guiding Student Affairs**
November 3

**DUE:** Final Version of reflection paper on Functional Area Exploration  
Weekly Readings Synthesis paper (8 total due)


**Class 9  Relationship Between Legal and Educational Issues in Student Affairs**

November 10

**DUE:** Final Action Plan Paper  
Weekly Readings Synthesis paper (8 total due)


Complete one of the following two options:


**OR**


**Class 10  Planning for the Unplanned: Managing Critical Incidents in Student Affairs**

November 17

**DUE:** Weekly Readings Synthesis paper (8 total due)


Class 11 Management of Student Affairs
November 24

**DUE:** By this date, conduct 3 generative interviews
Reflection on Action Plan uploaded to Portfolio
Weekly Readings Synthesis paper (8 total due)


Thanksgiving Break – Wed November 25th 5:00 pm through Sun Nov 29th

Class 12 Ethics, Professionalism, Prof Standards, & Values; Management Frameworks
December 1

**DUE:** 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
Portfolio Goals and Welcome pages (*Portfolio should now be complete*)


**Class 13  PORTFOLIO PRESENTATIONS and CLOSURE**
December 8

**DUE:** Portfolio Class Presentations; provide students and Professor access to portfolio no later than Thursday before your presentation
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, 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

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Karen E. Downing, Ph.D., M.I.L.S.
Head, Social Sciences, Education Liaison and Foundations & Grants Librarian
209 Hatcher Graduate Library
University of Michigan
Ann Arbor, MI 48109-1190
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001.734.615.8610
**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* form. Any information you provide is private and confidential and will be treated as such.

**Commitment 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").
- 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.¹

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.

Health & Wellness

As you know, 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.

Recommended Texts, Journals, and Other Key Resources

You may find these helpful as core references for your class assignments and if you intend further work in these areas. Also, see Supplemental Readings in Resources in the course cTools site for helpful citations.


Pascarella, E., & Terenzini, P. (1991). *How college affects students*. San Francisco: Jossey-Bass. This large volume reflects the extensive quantitative research reviewed from 1970 to 1991 on college students, with college impact as a main focus. Major theories are reviewed and college measures are usefully classified as between and within college effects on a wide range of immediate and long term student outcomes. (This is a key resource for those entering student-related professions and highly recommended for identifying primary resources for assignments).

