

EDCP 610 – Professional Orientation: Student Affairs
Fall Semester 2015
Wednesdays 1pm-3:45pm
3233 Benjamin Building

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Course Introduction and Objectives

The purpose of this course is to introduce the student to a) historical contexts of higher education and student affairs, b) the profession of student affairs administration, c) the roles and functions of professionals in the field, d) the skills and competencies necessary to be a professional in the field, e) the current issues regarding various stakeholders in higher education, and f) an orientation to scholar-practitioner competencies such as professional writing. The objectives of this course are as follows:

- Understand the historical origins of the profession of student affairs administration, its continued development, and its place in the past, present and future of higher education in the United States;
- Gain perspective on the purpose, organization, and responsibilities of various student affairs functional areas and their relationships to the academic mission of the institution;
- Discern ethical implications embedded in current issues affecting student affairs in higher education;
- Acquire, develop, and hone working knowledge about oneself as a student affairs professional; as an advisor/ally/advocate for college students across dimensions of difference; as a member of larger educational contexts and environments; and as a scholar-practitioner who engages students, families, faculty, policymakers and the profession in creating intentional learning opportunities based on the highest ethical and professional standards;
- Critically reflect and analyze one's understanding of the student affairs profession through verbal and written communication; and
- Develop and hone skills in the following areas: formal presentations using PowerPoint and academic posters; group work; and written reflection.

Required Reading

Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass.

Zhang, N. (2011). *Rentz's student affairs practice in higher education* (4th ed.). Springfield, IL: Charles Thomas Publishers.

¹ Please Note: I generally respond to email within 72 hours. Email sent after 9pm will not be answered until the next day(s).

² Please Note: To schedule an appointment, you may sign up for half-hour (or more) on this google doc. I check this document on a daily basis. If you are unable to meet during any of the available office hours posted, please contact me.

Additional readings will be available via Canvas.

Recommended Resources

Council for the Advancement of Standards in Higher Education Book (9th ed.). Order through the CAS Online Store: www.cas.edu

Publication Manual of the American Psychological Association (6th ed.). ISBN 1433805618 (paperback). Order through Amazon.com or similar textbook websites.

Purdue Owl is a helpful website for quickly searching APA questions:
<https://owl.english.purdue.edu/owl/resource/560/01/>

Student Affairs History Project: <http://www.bgsu.edu/colleges/library/cac/sahp/pages/research.html>

Recommended Practice

It is good ethical practice to become a member of a professional association (functional area-specific or national) and to subscribe to a professional liability insurance policy as a student and a full-time practitioner. Professional liability insurance is available through various student affairs associations such as NASPA or ACPA for a fee.

Methods of Instruction and Course Expectations

This course employs a variety of approaches to instruction and relies heavily on student participation and discussion. Course requirements include written and oral assignments that involve individual and group work as well as peer feedback. You will be evaluated on the following items:

1. **Class Participation/Active Discussion**—You are expected to be actively involved in this course. Dr. Espino will allocate half of the total participation points and, through self-evaluation, you will have an opportunity to allocate the other half of the participation points. Full participation points reflect (1) thoughtful reflection and understanding of the subject matter during discussions; (2) the level of respect you offer to your colleagues, guests, and Dr. Espino; and (3) adhering to the deadlines noted in this syllabus, regardless of whether assignments are graded.

Use of cell phones, including text messaging and Internet surfing, is unacceptable. Do not use the vibrate option as it can be equally disruptive. In the rare situation where work or personal needs requires you to be on call, please keep the ringer off and let Dr. Espino know that you may need to leave the room to take a call. Use of laptops during class is permitted only for note-taking. You may be requested to submit notes to Dr. Espino after class if there is reason to believe that you are using your laptop for activities not related to class. If this becomes a problem, the opportunity to use laptops in class will be lost.

You are welcomed to bring food to class as long as it does not detract from your or your peers' learning.

2. **Readings**—You are expected to complete the readings that are assigned for each class session prior to attending that class session. The reading assignments will consist of articles and chapters about the student affairs profession, historical documents, and the application of theory. Additional readings will focus on a particular marginalized student population that will help inform your responses to assignments.
3. **Weekly Reflection Papers**—You will complete and print a weekly 1-2 page reflection on your understandings of the readings for the week, your experiences with your graduate assistantship, **OR** a hot
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topic in higher education. The goal of these papers are threefold: (1) to help you reflect on the readings; (2) to help you process the development of your professional skills as a student affairs practitioner; and (3) to open each class session with issues that are important to you.

At the beginning of every class, a copy of your paper will be randomly distributed to one of your colleagues and potentially read aloud and discussed in class. You will be assigned a random number that must be placed at the top of the paper. If you feel uncomfortable sharing personal information, you are encouraged to use pseudonyms in referencing any identifiable information or individuals.

ONE EXCEPTION “Your Alma Mater, Your Story”: This reflection paper will be a single PowerPoint slide that houses an image AND a brief caption of the photo in response to the following prompt, "How did the founding and mission of your alma mater impact your college experience?" **Due September 16th.**

4. **Mid-Term Review**—You will schedule a half-hour meeting with Dr. Espino **on October 21st**. Prior to attending the meeting, you will complete and print a self-assessment of various student affairs competencies and then share your transition to graduate school, lessons learned in your graduate assistantship, and what you have learned thus far in this course. Additional information will be provided in class.
5. **Case Study Paper and Presentation (Due September 30th)**—In small groups, you will provide a 4-5 page written response to and presentation of a case study that incorporates aspects of what we have discussed in this course as well as additional references and resources that may inform your decisions/recommendations about a case. Your group will present your position in class and your colleagues will evaluate you on your decision-making and recommendations. Additional information will be provided in class.
6. **Student Affairs Perspectives**—You will complete one of the following projects in order to explore multiple perspectives on student affairs work. **DUE October 14th**
 - a. **Referent Analysis of a Peer Institution (one student per institution)**—In class, you will choose one of UMD’s peer institutions and conduct a website-based referent analysis of its student affairs division according to a set of criteria you will be given. The referent analysis form and listing of peer institutions are available on CANVAS.
 - b. **Professional Literature**— You will select a current, critical or controversial issue dealing with students, the student affairs profession or higher education, in general. Read a minimum of 3 publications that deal with that issue. At least 2 of those readings must be from a professional journal (see the list of acceptable journals in the syllabus). You will submit a 3-4 page memo to Dr. Linda Clement, the UMD VP for Student Affairs, summarizing all of the aspects of the issue as well as making a recommendation to Dr. Clement on the issue. Discuss the implications of your recommendation. Depending on the quality of the memo, it may be shared with Dr. Clement.
 - c. **Functional Area Interview & Paper**—This assignment has two components: (1) an interview with a practitioner in a particular functional area that interests you to be conducted in the early part of the semester—typed notes from the interview will be submitted with the paper; and (2) a 5-page paper (not including title page, references, or appendix with interview notes) that describes your interest in this functional area.
 1. Interview: We will provide you with a list of possible questions to ask during the interview, which will be available via Canvas.
 2. Address the following in the paper:
 - a) What interested you in this functional area?

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- b) Based on the roles and responsibilities of someone working in this functional area, what did you learn about yourself as a practitioner that connects and/or does not connect to this functional area?
- c) In what ways do the CAS standards affect one's ability to serve students within this functional area?
- d) Include APA citations of all sources, including the interview with the practitioner.

7. **Emerging Professional Philosophy Paper (Due September 23 & December 2)**—You will complete and submit a paper via Canvas that discusses an emerging professional philosophy of your work as a student affairs scholar-practitioner. You will submit this paper twice, once at the beginning of the semester, and a second time at the end of the semester. The first version of the paper due on **September 23** will not be graded, rather it will give Dr. Espino an opportunity to provide feedback and suggestions pertaining to the content as well as the academic writing. The paper should address:

- 1) your personal values;
- 2) your understanding of the values of the student affairs profession;
- 3) a statement of philosophy grounded in both personal values and the values of the profession; and
- 4) a discussion about how you will communicate your philosophy to others and potential challenges you may face in adhering to your philosophical perspective at work.

The paper should have a professional tone and follow appropriate APA formatting.—7-10 pages only, not including title page and references.

Please Note: All assignments should be submitted via Canvas by the beginning of class unless other arrangements are made well in advance of deadlines (i.e., at least 72 hours prior to deadline). Only half credit will be given to work submitted after class has started.

Because this course is writing-intensive, you are encouraged to utilize the Learning Assistance Service (<http://www.counseling.umd.edu/LAS/?t=print.php>) and the Writing Center (<http://www.english.umd.edu/academics/writingcenter/resources>) for assistance with study strategies, grammar, sentence structure, and organization.

Dr. Espino understands that this is an introductory course to the profession and to graduate school. We are committed to providing feedback prior to a deadline (submit for feedback no later than Mondays at noon) and feedback after you have received your grade for that assignment. Academic writing is a different language, with a structured style that may seem confusing and, at times, tedious! However, this is part of the graduate school socialization process and part of what it means to contribute to academic conversations within the literature and through practice.

Based on her experiences with grading written work, Dr. Espino has several recommendations that are based on the APA Manual. Please reference the section cited in the APA Manual for more information:

- Do not use any contractions in your writing (e.g., can't, didn't, wasn't). (**See 3.18 Verbs, pp. 77-78; 3.06 Smoothness of Expression, pp. 65-66**)
- Do not use the abbreviation “etc.” when listing examples. In accordance with APA format, the reader does not necessarily know what the “etc.” means. (**4.22-4.30 Abbreviations, pp.106-108; specifically, 4.26 Latin Abbreviations, p. 108**)
- Do not use passive voice. Use active voice. (**3.18 Verbs, pp. 77-78**)

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- Do not capitalize words that should not be capitalized such as “University” or “Student Affairs” or “Higher Education” (4.14-4.20 Capitalization, pp. 101-104)
- Do not put extra spacing between paragraphs. (8.03 Preparing the Manuscript for Submission, pp. 228-231)

Written assignments will be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins. Citations are in APA Format. For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (6th edition). The Online Writing Lab sponsored by Purdue University is a great resource for APA (<http://owl.english.purdue.edu>). **Wikipedia is not an appropriate venue from which to cite your work. Please do not cite from this website!**

Popular Student Affairs/Higher Education Journals and Publications

- About Campus (ACPA)
- American Educational Research Journal
- Change
- Chronicle of Higher Education
- College Student Affairs Journal
- Community College Review
- Diverse: Issues in Higher Education (formerly Black Issues in Higher Education)
- Initiatives (NAWE)
- Journal of Career Development
- Journal of College & University Law
- Journal of College Admissions
- Journal of College and University Housing (ACUHO-I)
- Journal of College Counseling
- Journal of College Student Development (ACPA)
- Journal of Counseling and Development (ACA)
- Journal of Higher Education
- Journal of Multicultural Counseling and Development
- Journal of Student Affairs Research and Practice (JSARP; formerly known as the NASPA Journal)
- NACADA Journal
- NASPA Journal (NASPA) and Net Results (on-line NASPA articles)
- Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors (<http://www.fraternityadvisors.org/Oracle/Issues.aspx>)
- Research in Higher Education
- Review of Higher Education
- SACSA Journal (Southern Association of College Student Affairs)
- Student Activities Programming

Additional Websites and Publishers Related to Student Affairs

<http://www.studentaffairs.com/>
<http://www.paper-clip.com/ME2/Default.asp>
<http://www.collegepubs.com/>
http://www.shoplrp.com/higher_ed.html
<http://www.magnapubs.com/>

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<http://www.insidehighered.com/>

<http://www.higheredjobs.com/>

<http://www.sc.edu/fye/index.html> (this is the National Center for the First-Year Experience and Students in Transition)

Grading

Your final grade for this class will be based upon the following points system:

Participation (5 from Dr. E; 5 from student)	10
Weekly Reflections (4 x 5 points each)	20
Your Alma Mater, Your Story	10
Mid-Term Review	5
Case Study Paper & Presentation	15
Student Affairs Perspectives	20
Professional Philosophy Paper	<u>20</u>
Total	100pts

Your final grade will be calculated using the following scale:

A+	100-99	B+	90-89	C+	80-79
A	98-93	B	88-83	C	78-73
A-	92-91	B-	82-81		

Academic Integrity

The University is an intellectual community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with students.

Honor Pledge

On every examination, paper or other academic exercise not specifically exempted by the instructor, the student will write by hand and sign the following pledge:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination.

Failure to sign the pledge is not an honors offense, but neither is it a defense in case of violation of this Code. Students who do not sign the pledge will be given the opportunity to do so. Refusal to sign must be explained to the instructor. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge; submission implies signing the pledge.

On examinations, no assistance is authorized unless given by or expressly allowed by the instructor. On other assignments, the pledge means that the assignment has been done without academic dishonesty, as defined in the Code of Academic Integrity, available at <http://www.studenthonorcouncil.umd.edu/code.html>.

The pledge is a reminder that at the University of Maryland students carry primary responsibility for academic integrity because the meaningfulness of their degrees depends on it. Faculty are urged to emphasize the importance of academic honesty and of the pledge as its symbol.

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Penalties for Violations of Academic Integrity

Students who are found to have falsified, fabricated, or plagiarized in any context, such as course work, laboratory research, archival research, or thesis / dissertation writing--will be referred to the Office of Student Conduct. The Office of Student Conduct has some discretion in determining penalties for violations of the University's standards of academic integrity, but the normal sanction for a graduate student found responsible for a violation of academic integrity will be dismissal (suspension or expulsion) from the University.

Academic Accommodations for Students with Disabilities

Students with a documented disability or in need of an academic accommodation that is registered through the Disability Support Service Office should contact Dr. Espino as soon as possible.

Religious Beliefs and Practices

You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform Dr. Espino as soon as possible of any intended absences for religious observances.

Course Topics, Weekly Readings, and Assignments

Class	Date	Class Description
1	September 2	Introductions and Overview

<http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>

2	September 9	Historical Perspectives on Higher Education and Student Affairs <i>Weekly Reflection Due</i>
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Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2011). Student services: A handbook for the profession (5th ed.). San Francisco: Jossey-Bass. **Read Chapter 1 Historical Overview of American Higher Education (pp. 3-23) and Chapter 2 Institutional Variety in American Higher Education (pp. 24-42).**

Zhang, N. (2011). *Rentz's student affairs practice in higher education* (4th ed.). Springfield, IL: Charles Thomas Publishers. **Read Chapter 2 Student Affairs: An Historical Perspective (pp. 30-60).**

Rhatigan, J. J. (2009). From the people up: A brief history of student affairs administration. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* (3rd ed., pp. 3-18). San Francisco: Jossey-Bass.

Each student will be randomly assigned a foundational document. Be prepared to discuss this document in class.

American Council on Education. (1937). The student personnel point of view. *Studies*, Series 1, 1(3).
Washington, DC: Author. *Ben*

Williamson, E. G. (1949). The student personnel point of view. *Studies*, Series VI. Washington, DC: Author.
Daniela

American College Personnel Association. (1994). *The student learning imperative: Implications for student affairs*. Washington, DC: Author. *Emily*

Blimling, G., Whitt, E., & Associates (1998). *Principles of good practice for student affairs: Statement and*
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Supplemental Reading:

Hamrick, F. A., & Benjamin, M. (2009). *Maybe I should... Case studies on ethics for student affairs professionals*. Lanham: University Press of America. **Read Chapter 2 Analyzing Case Studies (pp. 17-32).**

5 September 30 Understanding Functional Areas in Student Affairs
Case Study Paper and Presentations

Each student will be randomly assigned a functional area chapter from Zhang, N. (2011). *Rentz's student affairs practice in higher education* (4th ed.). Springfield, IL: Charles Thomas Publishers.

Admissions: Arton
 Academic Advising: Ben
 Career Services: Courtney
 Counseling Centers: Daniela
 Student Conduct: Emily
 Multicultural Affairs: Heather
 Orientation: Matt
 Residence Halls: Nicole
 Student Activities: Zac

Students will also select 2 additional functional area chapters from this list to read.

6 October 7 Using Theory to Ground Our Practice Part I
Weekly Reflection Due

Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass. **Read Chapter 8 The Nature and Uses of Theory (pp. 149-167) and Chapter 9 Psychosocial and Cognitive-Structural Perspectives on Student Development (pp. 168-186).**

Patton, L.D., & Harper, S.R. (2009). Using reflection to reframe theory-to-practice in student affairs. In G. S. McClellan, J. Stringer, & Associates (Eds.), *The handbook of student affairs administration* (3rd ed., pp. 158-178). San Francisco: Jossey-Bass.

Love, P. (2012). Informal theory: The ignored link in theory-to-practice. *Journal of College Student Development*, 53(2), 177-191.

7 October 14 Using Theory to Ground Our Practice Part II
Student Affairs Perspectives Due

Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass. **Chapter 10 Perspectives on Identity Development (pp. 187-206). Read Chapter 14 Student Success (p. 257-269).**

Pena-Talamantes, A.E. (2013). Empowering the self, creating worlds: Lesbian and gay Latina/o college students' identity negotiation in figured worlds. *Journal of College Student Development*, 54(3), 267-282.

October 20 Visit to Professional Associations in DC

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8 October 21 *Mid-Term Review with Dr. E*

In lieu of class, we will meet in my office for the Mid-Term Review. Please allocate 30 minutes to meeting with me and bring a copy of the Mid-Term Self-Evaluation.

12pm-12:30pm: Zac

12:30pm-1pm: Matt

1pm-1:30pm: Nicole

1:30pm-2pm: Heather

2pm-2:30pm: Daniela

2:30pm-3pm: Emily

3pm-3:30pm: Courtney

3:30pm-4pm: Ben

4pm-4:30pm: Arton

**9 October 28 *How the Environment Affects Students*
*Weekly Reflection Due***

Schuh, J. H., Jones, S. R., & Harper, S. R. (Eds.). (2011). *Student services: A handbook for the profession* (5th ed.). San Francisco: Jossey-Bass. **Read Chapter 13 Campus Ecology and Environments (pp. 242-256).**

Tobolowsky, B. F., & Lowery, J. W. (2014). Selling college: a longitudinal study of American college football bowl game public service announcements. *Journal of Marketing for Higher Education*, 24(1), 75-98.

Linder, K.E., Fontaine-Rainen, D.L., & Behling, K. (2015). Whose job is it? Key challenges and future directions for online accessibility in U.S. institutions of higher education. *Open Learning: The Journal of Open, Distance, and e-Learning*, 30(1), 21-34.

10 November 4 *No Class (ASHE Conference)*

**11 November 11 *The Future of Higher Education*
*Weekly Reflection Due***

Kimball, E. W. (2014). Using history to promote reflection: A model for reframing student affairs practice. *Journal of Student Affairs Research and Practice*, 51(3), 298-310.

Stebbleton, M. J., Soria, K. M., Huesman Jr., R. L., & Torres, V. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development*, 55(2), 196-202.

Davis, C.H.F. III, Deil-Amen, R., Rios-Aguilar, C., & Gonzalez Canche, M.S. (2015). Social media, higher education, and community colleges: A research synthesis and implications for the study of the two year institutions. *Community College Journal of Research and Practice*, 39(5), 409-422.

12 November 18 *Open Topics*

13 November 25 *No Class (Thanksgiving Break)*

**14 December 2 *Dr. E at Gamma Sigma Alpha Board Meeting (no class)*
*Professional Philosophy Paper Due at 4pm***

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15 **December 9 Closing Session**

Please consider attending the Second Year Cohort's Seminar Paper Presentations from 9am-noon in EDCP
Class Discussion

ANALYTICAL FRAMEWORK (as designed by Dr. Sheila Slaughter)

1. What is the problem the scholar addresses?
 - a. Why is the problem important or significant—or is it?
 - b. How does the scholar turn the general problem into concrete research questions?
 - c. What are the research questions?
2. What is the theory or conceptual framework used by the scholar?
 - a. Is the theory articulated?
 - b. If the theory is not articulated, can you nonetheless understand the conceptual framework the scholar is working from?
 - c. What alternative theories address or would address the scholar's data?
 - d. If theories are not used, does the scholar context the problem in specific scholarly literatures? How does she use these literatures to frame her study?
3. What are the assumptions made by the scholar?
 - a. Assumptions are usually ideas that are not tested or proven—they are the ideas that undergird the problem addressed by the author and are often philosophical, ideological, or world view type ideas that are difficult to test. Why is it important to identify assumptions? How do we identify assumptions?
 - b. What is the scholar's vision of higher education as it is? What is the scholar's vision of how higher education should be?
4. What data are used?
 - a. What is the data source used? Is it appropriate for answering the research questions the scholar is addressing? What other data sources are available? Why did the scholar make the choices she did?
 - b. What is the unit of analysis? Is it appropriate for the questions asked?
5. What is the method used by the scholar?
 - a. Does the scholar use quantitative or qualitative methods? How detailed is she with regard to methods—for example, if quantitative methods are used, do the authors tell us the questions/items on which the variables are based? Do these make sense for answering the problem posed? If she is using qualitative methods, does she explain her coding scheme, or can you understand it?
 - b. How would the problem look if addressed by different methods? Would the answers change?
6. How does the scholar deploy her data in a line of argument?
 - a. If data do not speak for themselves, how does the scholar make them speak?
 - b. What scholarly conventions and rhetorical strategies does the author use?
 - i. For example, does the scholar use “reasoned” argument, and rely heavily on tables?
 - ii. How does the scholar deal with ambiguities and contradictions in the data?
 - iii. What parts of her data does the scholar not include or pay less attention to?
 - c. Is the line of argument convincing, and, if so, why? If not, why not?
7. Do the conclusions drawn by the scholar answer the research questions? Do they illuminate, refine, expand or contradict the theories and literature used?
8. What are the strengths of the article? What are the weaknesses?

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