EDCP 610 – Professional Orientation: Student Affairs
Fall Semester 2013
Wednesdays 1pm-3:45pm
1111 Plant Sciences Building

Michelle M. Espino, Ph.D.
Assistant Professor
Student Affairs Concentration
Department of Counseling, Higher Education and Special Education
3214F Benjamin Building
(o) (301) 405-2861
mespino@umd.edu

Office Hours: http://goo.gl/bzCHK

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


Additional readings will be available via Canvas.

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 any of the available office hours posted, please contact me.
Recommened Reading

*Council for the Advancement of Standards in Higher Education Book (8th ed.). Order through the CAS Online Store: [www.cas.edu](http://www.cas.edu)*


**Additional Requirement**

Students enrolled in this concentration must have proof of professional liability insurance. Please submit a copy of the proof of insurance to Dr. Espino by **October 16th**.

**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 work and group feedback. You will be evaluated on the following items:

1. **Class Participation/Active Discussion**—You are expected to be actively involved in this course. Full participation points will be allocated to you based on (1) your participation in class discussions that demonstrates thoughtful reflection and understanding of the subject matter; (2) the level of respect you offer to your colleagues and to Dr. Espino; and (3) your submission of assignments on the deadlines noted in this syllabus, regardless of whether they 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 reading that is assigned for each session of the class prior to attending that class session. The reading assignments will consist of writings about the student affairs profession, historical documents, and the application of theory.

3. **Weekly Reflection Papers**—You will complete and print a weekly 1-2 page reflection on your understandings of the readings for the week OR your experiences with your graduate assistantship. The goal of these papers are twofold: (1) to help you reflect on the readings or the development of your professional skills as a student affairs practitioner and (2) 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.

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4. **Mid-Term Review (Week of Professional Association Visits)**—In lieu of class, we will take a trip with the Higher Education master’s cohort to various professional associations that are located in Washington, DC. You will also schedule a half-hour meeting with Dr. Espino that week to discuss 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 October 16)**—As a group of 3, you will provide a 4-5 page written response and presentation to 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. **Functional Area Paper (Due November 6)**—You will complete and submit via Canvas a 3-4 page paper (not including title page or references) that provides an overview of a functional area that interests you, with particular focus on the CAS standards for that functional area.

7. **Critical Issues in Student Affairs/Higher Education (Due December 3 and 4)**—You and a partner will develop and present a conference-quality poster and handout that focuses on a critical issue related to the practice of student affairs within a specific functional area or higher education more broadly. The issues that will be addressed this semester are:

   - The state of affirmative action policies in light of the recent ruling of *Fisher v. University of Texas*
   - Implications of recent changes to the federal student loan rates
   - Reported mishandling of sexual assaults on college campuses
   - The implications of the University of Maryland’s move to the Big 10 Conference for students, faculty, and student affairs practitioners
   - Censoring of self-expression on college campuses

   Using literature from student affairs, higher education, finance, women’s studies, distance learning, and the law, as well as professional development resources, and your personal thoughts and experiences, the poster should explore this critical issue and address the following:

   1. A description of the critical issue and its significance to various stakeholders (students, community, families, administrators, faculty, policymakers);
   2. A discussion of its historical context and literature that informs this critical issue; and
   3. Implications for practice with a plan for informing practitioners about this issue.

   Please provide a minimum of six references; four of which should come from peer-reviewed academic journals (e.g., *Journal of College Student Development*, *Journal of Higher Education*, *Review of Higher Education*, *Journal of Student Affairs Research and Practice*).

   As part of our SAC Tuesdays Series, you and your partner will discuss your poster with the SAC community, who will offer feedback that you should incorporate into your poster presentation the next day. On December 4, you will present the poster and your peers will evaluate your discussion of the critical issue and the recommendations you provide.

8. **Emerging Professional Philosophy Paper (Due December 11)**—You will complete and submit a paper via Canvas that discusses an emerging professional philosophy of your work as a student affairs scholar-practitioner. The paper should address 1) your personal values; 2) your understanding of the values of the

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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 evaluate the applicability of your philosophical perspective, communicate your philosophy to others, and potential challenges you may face in living by your philosophical perspective. 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.

Dr. Espino understands that this is an introductory course to the profession and to graduate school. She is 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.

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.

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!

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>11</td>
</tr>
<tr>
<td>Weekly Reflections (8 x 3 points each)</td>
<td>24</td>
</tr>
<tr>
<td>Functional Area Paper</td>
<td>10</td>
</tr>
<tr>
<td>Mid-Term Review</td>
<td>5</td>
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<tr>
<td>Case Study Paper &amp; Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Critical Issues Poster &amp; Presentation</td>
<td>15</td>
</tr>
<tr>
<td>Professional Philosophy Paper</td>
<td>20</td>
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<tr>
<td><strong>Total</strong></td>
<td>100pts</td>
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Your final grade will be calculated using the following scale:

- A+ 100-99
- A  98-93
- B+ 90-89
- B  88-83
- C+ 80-79
- 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

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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.

**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**

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Class Description</th>
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</thead>
<tbody>
<tr>
<td>September 4</td>
<td>Introductions and Overview</td>
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2 September 11 A Brief History of U.S. Higher Education

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**Weekly Reflection Due**


3 September 18  **A Brief History of Student Affairs**  
**Weekly Reflection Due**


4 September 25  **Philosophical Underpinnings of the Profession**  
**Weekly Reflection Due**


Each student will be randomly assigned a foundational document to read and will then select 2 additional readings. If the student is selected to read SPPV 1937, it is recommended that the student also read SPPV 1949.

**Additional References:**


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5  **October 2**  **The Values of the Profession**  
*Weekly Reflection Due*


**Supplemental Reading:**


6  **October 9**  **Student Affairs Core Competencies**  
*Weekly Reflection Due*


Students will read 2 additional chapters in this section.

7  **October 16**  **Professionalism**  
*Professional Liability Insurance Due  
Case Study Paper and Presentations*


8  **October 23**  **Potential Visit to Professional Associations in DC**  
*Mid-Term Review with Dr. E*

9  **October 30**  **Understanding Functional Areas in Student Affairs**  
*Weekly Reflection Due*

Each student will be randomly assigned a functional area chapter from Zhang, N. (2011). *Rentz's student affairs*

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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 worldview 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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