

## **EDL 656A: Professional Development and Field Experience in Student Affairs**

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*“The thing being made in a university is humanity. ... What universities, at least the public-supported ones, are mandated to make or to help to make is human beings in the fullest sense of those words—not just trained workers or knowledgeable citizens but responsible heirs and members of human culture.”*

*~Wendell Berry, “The Loss of the University”*

### **Course Overview**

This class is part of a three-course sequence that encourages you to explore, own, and synthesize your personal experiences, classroom learning, and practical knowledge gleaned through your practicum and assistantship. Through this intentional integration of knowledge, skills, and experiences, you will become better equipped to be a student affairs educator. Additionally, this experience will help you further develop your individual philosophy of education, specifically in relation to advising and supervising students and student organizations.

I have structured this course to focus on what I believe to be often overlooked in student affairs graduate preparation programs, namely: understanding and interpreting institutional culture, student populations who remain largely invisible through higher education literature (e.g., trans\* students, veterans, undocumented students, and students with disabilities), advising student organizations, and supervising undergraduate and graduate student staff. These areas are connected by the realization that who we work alongside, and the collegiate environment in which we find ourselves, are integral to our being successful educators. Additionally, our environment influences those who are present in the ‘campus community,’ and vice versa. Therefore, connecting issues of campus culture with student populations who are largely invisible on campus is germane in thinking through the complexities of one’s own personal philosophy of education.

### **Learning Objectives**

By actively participating in this class, you will:

- Deepen your self-understanding and explore how curricular and co-curricular experiences continue to inform your learning outcomes and professional philosophy;
- Identify ways in which your concentration area and professional philosophy can inform practice across functional areas and address issues facing higher education (e.g., retention, student engagement, etc.);
- Develop a deeper understanding of how your concentration connects to your professional practice; and
- Integrate theory, knowledge, self-understanding, and student affairs practice.

### **Required Texts**

Magolda, P. M., & Baxter Magolda, M. B. (Eds.) (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus.

You will be able to access all other readings on the Niihka site for this course.

### **Course Expectations**

**Participation:** This is a graduate level seminar course, which means that we all share in the responsibility of engaging with assigned texts as well as each other. The learning community we create as a class is greatly enhanced by the active participation of everyone. This means you are expected to come to class ready to engage with your peers as well as the texts, assignments, myself, and any guest presenters we may invite to join our group. You are not required, not encouraged, to make final pronouncements about the readings and discussions we have, but rather to use class as a forum for asking questions and developing deeper understandings of the issues raised throughout our shared time. Dissent within discussion is a part of the learning process—and it is especially important in a civil society for us to develop the skills necessary to speak across our differences in ways that foster understanding, justice, and dignity. You will be expected to engage with the course materials and with each other in a respectful and intellectually serious manner. However, there is no expectation that we will all agree with each other perfectly by the end of the day, or for that matter, at the end of the semester. Please note that the quality of your contributions is much more important than the quantity of your words. Listening attentively and responding thoughtfully to your peers is an important part of your contribution to the class.

**Attendance:** Because this class relies heavily on everyone's active participation in discussion, you are expected to attend all class sessions. However, I also understand certain circumstances may arise that preclude you from being in class. It is your responsibility to discuss any absences with me well ahead of time. In the case of an emergency, I ask that you talk about your absence as early as possible. Valid reasons for missing class include family emergencies, health emergencies, and religious observances, and excused absences will be negotiated on an individual basis. However, your grade will be dropped a full letter grade if you have three unexcused absences. If you have more than three absences, you will be dropped from the course.

Lastly, it is important to note I will not allow students to 'make up' an absence by attending the other section of this course. This is due to my desire to pay attention to the specific learning community we develop as well as the potential for sharing sensitive and personal information with one another. Should you need to switch sections permanently, I strongly encourage you to discuss this with me as early as possible.

**Late Assignments:** This syllabus acts as a contract for our class and our learning community. Due to this, you are expected to follow all deadlines and turn in assignments on time. If, for some reason, you are unable to do this, you must meet with me to discuss why you did not turn in the assignment prior to the original deadline. Because every assignment is an important aspect of your learning in this class, we will discuss when you will turn in the assignment as well as decide upon an acceptable consequence for your turning it in late. Please note that turning in late

assignments will have a negative impact on not only your learning, but also our learning community and your overall grade for the course.

**Use of Technology in the Classroom:** Similar to when you are working with others on campus, it is painfully obvious to me when someone is using their cell phone, laptop, tablet, or other technological gizmo for purposes unrelated to class. Not only does this negatively impact you and your learning, but it also has a negative impact on others in your learning community, who become distracted by what you are doing. As such, I encourage you to make wise choices about your (non-)use of technology during class. If it will be a distraction, and you know this, I encourage you to turn these devices off or not bring them to the classroom. However, if using these devices enhances your learning and the learning of others around you, then have at it. If I or others become concerned about what we perceive to be your misuse of technology in the classroom, I will have a conversation with you. If this becomes an ongoing event, you will be asked to leave class, with your leaving counting as an unexcused absence.

**Academic Integrity:** Academic integrity is central to our community. The university policy regarding academic misconduct is stated in Section 5 of the Graduate School Handbook: <http://www.units.muohio.edu/gradschool/GraduateStudentHandbook.pdf>. Miami also has a webpage describing academic integrity: <http://www.muohio.edu/integrity>. Often times, academic misconduct is a result of not being familiar with certain policies or misunderstandings about policies. Please be certain to review these documents and websites.

**Respect for Diversity:** Our SAHE core values emphasize the value of an inclusive community. Similarly, the Miami University Statement Asserting Respect for Human Diversity emphasizes inclusiveness. The text below is reproduced directly from: [http://www.miami.muohio.edu/documents\\_and\\_policies/diversity\\_statement/index.cfm](http://www.miami.muohio.edu/documents_and_policies/diversity_statement/index.cfm)

Miami University is a multicultural community of diverse racial, ethnic, and class backgrounds, national origins, religious and political beliefs, physical abilities, ages, genders, and sexual orientations. Our educational activities and everyday interactions are enriched by our acceptance of one another; and, as members of the university community, we strive to learn from each other in an atmosphere of positive engagement and mutual respect.

Because of the necessity to maintain this atmosphere, bigotry will not go unchallenged within this community. We will strive to educate each other on the existence and effects of racism, sexism, ageism, homophobia, religious intolerance, and other forms of invidious prejudice. When such prejudice results in physical or psychological abuse, harassment, intimidation, or violence against persons or property, we will not tolerate such behavior nor will we accept jest, ignorance, or substance abuse as an excuse, reason, or rationale for it.

All who work, live, study, and teach in the Miami community should be committed to these principles that are an integral part of Miami's focus, goals, and mission.

**Accommodations for Students with Disabilities:** If you have a disability that will affect your ability to participate fully in the course or if you require accommodations, please speak with me about this as soon as possible so that appropriate accommodations can be arranged.

### **Grading Criteria**

Your assignments should be clear, concise, and include the appropriate references. The paper format (e.g., font, headers, spacing) should follow APA style.

At this point in your work, you should have a good grasp of the basics of APA style. Papers with numerous APA errors, particularly basic and common citation and formatting errors, will receive a lowered grade. There is an APA on-line tutorial available: <http://apastyle.apa.org/learn/>.

Below are general guidelines I use when assigning grades. Throughout the semester, I will provide more guidelines about how I will grade specific assignments.

A = work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.

B = work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.

C = minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection about your identity; minimally adequate writing (as defined above).

D = less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection about your identity, where appropriate; less than minimally adequate writing (as defined above).

F = failure to complete an assignment or completion of assignment that does not rise to any of the levels of performance described above.

### **Evaluation of Work**

Because this course is constructed around your practicum, 50% of the grade is related to this experience. The other 50% will be related to assignments focused on integrating what you learn in class and your personal experiences and background with your evolving role as a student affairs educator. All assignments are due before class on the date they are due. For my policy on late assignments, please refer back to the section above labeled "Late Assignments."

The breakdown of percentages for course assignments is as follows:

Supervised Practice Experience (50%)

Supervised Practice Contract

100 points

Self-Evaluation of Learning Goal Progress for Practicum

200 points

Supervisor Evaluation of Practicum Job Performance	200 points
Self-Guided Assignment (20%)	
Project Proposal	50 points
Progress Memo	No grade assigned
Final Presentation	150 points
Discussion Leads (10%)	100 points
Advising & Supervisory Philosophy Statement (20%)	200 points

## **Assignments**

### **Supervised Practice Experience**

Please reference the Supervised Practice Contract instructions, which you can find on our Niihka site. These instructions provide an overview of the rationale for this assignment, including all additional forms you will need to fill out with your supervisor and suggestions for the successful completion of this assignment.

Please be advised this assignment accounts for 50% of your overall course grade. As such, it is imperative that you take time to be thorough in each portion of this experience. It is also important that you communicate early and often both with your practicum supervisor as well as with me as your instructor about any issues, concerns, or questions that may arise.

### **Self-Guided Assignment**

Each concentration group will develop a semester-long assignment that integrates one's concentration area with one's practice as a student affairs educator. Despite this being an open-ended assignment, all group members must reach consensus about the overall project. I must also approve the project, which I will do based on each group's proposal (see below for guidelines). The goal of this assignment is to provide an opportunity for you and your group to guide your own learning in a way that is both meaningful and interesting to you. Although you will likely reference readings from this class, you are expected to find and integrate additional readings and relevant information into your project.

The assignment must do the following:

- Integrate a component of your SAHE concentration with professional practice.
- Provide an opportunity for you to engage in inquiry of some sort. This can be meeting with professionals related to your topic, reading professional articles, conducting case studies, or doing cultural assessments, among other options. You must also provide a rationale for why your group chose to use your particular form of inquiry.
- Be in a final format that you can share with your peers. Presentations, executive summaries, paper, and videos are some appropriate mediums. Each group will prepare a final presentation to engage classmates in dialogue around shared findings at the end of the semester. Each presentation will be an hour in length. Groups may also want to assign readings, films, and/or video clips in anticipation of their presentation, which I have made room for in the course schedule (see below).

While your group may be creative, you must make sure to work alongside one another and me to ensure that all of the goals of the assignment are being met and your work can be evaluated

effectively. In other words, creativity should not trump substance or the overall purpose of this assignment. The following pieces of the assignment will be due throughout the semester:

### **Assignment Proposal.**

Your group will construct a 3-4 page assignment proposal. This proposal will include the following:

- At least 2 learning outcomes for the assignment
- A comprehensive overview of the assignment that includes an outline of various assignment components and plans (i.e., the type of inquiry you want to use, your planned format(s) for sharing what you did with your peers)
- A brief explanation for how your group believes the assignment is tied the group's concentration to professional practice.
- A suggested outline or rubric for how I should approach grading the assignment. In other words, what will a successful completed assignment look like? (Please note this is a suggested outline for grading, which I will negotiate with groups if I have discrepancies with these outlines. Additionally, I will take APA accuracy, clarity of written and presented work, depth of thought, and overall quality of work into account for all groups).
- An annotated bibliography of 3-5 relevant readings that you intend to explore throughout the semester as a group. This does not count in your overall page total for this portion of the assignment.

### **Progress Memo.**

Your group will write up a 2-3 page memo detailing the progress you have made. This should include the following:

- Where you are in your assignment
- What resources you identified or used at this point
- A brief description of the joys and challenges you've had to this point
- Any questions for me or ways I can support you

This portion of the assignment is ungraded, but groups' overall final grades will be lowered if this is not handed in on time.

### **Final Presentation.**

As discussed previously, each group will have an hour at the end of the semester to present their assignment. Groups may wish to assign readings, have classmates watch a film or video clips, or do something else (within reason) in preparation for the final presentation. If this is to be the case, groups should work with me three weeks in advance to post the assignments on our Niihka site so classmates can access it with enough time to be prepared for discussion. These presentations will be graded using the negotiated criteria from group proposals and overall style/mechanics of the presentation itself.

### **Discussion Leads**

Throughout the course, you will pair up and co-facilitate the discussion for one class period. This facilitation should be planned for 45-60 minutes, and pairs should create some sort of experience (e.g., interactive activity, short video clip, song, creative exercise) to have other class members that serves as an entry point for the day's discussion. You do not need to find additional readings about the topic(s) for the day you and your partner select, but need to be comfortable leading the discussion, including asking probing questions and helping your peers dig deeper into the literature and how it may connect to one's practice as an educator.

## **Advising & Supervisory Philosophy Statement**

Oftentimes, advising and/or supervision responsibilities are foundational components of both practicum and entry-level positions in student affairs. As such, it becomes imperative to be able to articulate what your personal philosophy of advising and supervision is. Furthermore, you need to be able to ground your philosophy in examples from your own personal practice.

In 5-6 pages, you should address the following:

- What do you see as the differences between advising and supervising?
- What does it mean to be a successful advisor?
- What does it mean to be a successful supervisor?
- What examples can you draw upon from your own practice to suggest you are living the values you espouse about successful advising and supervision?

You are encouraged to write in a personal voice for this assignment, all the while making sure to recognize your final product should be something you would be comfortable sharing with a potential employer during an interview. Additionally, you are encouraged to include references and quotations that will allow you to express your point of view best. However, this is not a research paper, so your philosophy statement should still read as a personal statement, and not a literature review. Your overall grade for this assignment will be based on your clarity of voice, your ability to ground what you write with your practical experiences, and your ability to weave what you have read and learned with your own philosophy of advising and supervision.

## **Course Schedule**

### **Unit I: Understanding Organizational Culture**

*Learning outcomes for this unit are to...*

- Provide an introduction to the notion of institutional culture,
- Understand the different levels of culture, and
- Begin to learn how to decipher and interpret institutional culture

*Assignments for this unit are...*

- Draft of Supervised Practice Contract (Due August 26)
- Supervised Practice Contract (Due September 9)

### August 26

Class Topic: Understanding organizational culture

Readings: Edgar Schein (Chapters 2 & 4); Fried & Associates, "Searching for Clarity"

Assignment: Draft of Supervised Practice Contract

### September 2

LABOR DAY – NO CLASS

*September 4-6 –Rosh Hashanah observance*

### September 9

Class Topic: (Dis)Connections between personal and organizational values

Reading: *Contested Issues* (Chapter 24).

Assignment: Supervised Practice Contract

## **Unit II: Understanding Student Populations**

*Learning outcomes for this unit are to...*

- Expand one's understanding of who is on campus, and
- Explore notions of 'community' on campus, including if creating community is a reasonable and/or desirable goal for postsecondary educators.

*Assignments for this unit are...*

- Discussion Leads (Ongoing)
- Self-Guided Assignment Proposal (Due September 23)

*September 13/14 – Yom Kippur observance*

### September 16

Class Topics: Trans\* college students; College students with disabilities

Readings: Bennett-Smith, "Smith College"; Marine & Nicolazzo, "Names that Matter"; Myers, "Using Learning Reconsidered"; Hutcheon & Wolbring, "Voices of 'Disabled' Post Secondary Students"

### September 23

Class Topics: Undocumented students; Veterans

Readings: Ackerman, DiRamio, & Mitchell, "Transitions"; Baechtold & Sawal, "Meeting the Needs of Women Veterans"; Barnhardt, Ramos, & Reyes, "Equity and Inclusion in Practice"; Perez, "Introduction" & "Isabel"; Armario, "Young Immigrants Achieve Dream"

Assignment: Self-Guided Assignment Proposal

## **Unit III: Advising Student Organizations**

*Learning outcomes for this unit are to...*

- Gain an understanding of what it means to advise students and student organizations,
- Develop skills for effective advising,
- Explore how one's concentration area influences and enhances one's ability to be an effective advisor, and
- Begin to develop an individual advising philosophy.

### September 30

Class Topic: Advising

Reading: Love & Maxam, "Advising and Consultation"

### October 7

Class Topics: Setting boundaries; Skype with Ryan Barone

Reading: *Contested Issues* (Chapter 23)

*October 11-13 – Fall Break*

### October 14

Class Topic: Dealing with conflict; Skype with Chase Catalano

Reading: Roper & Matheis, "Conflict Resolution"

## **Unit IV: Supervising Student Staff**

*Learning outcomes for this unit are to...*

- Gain an understanding of what it means to supervise undergraduate and graduate students,
- Develop skills for effective supervision,
- Explore how one's concentration area influences and enhances one's ability to be an effective supervisor, and
- Begin to develop an individual supervisory philosophy.

*Assignments for this unit are...*

- Self-Guided Assignment Progress Memo (October 28)

### October 21

Class Topic: Supervision

Reading: Hirt & Strayhorn, "Staffing and Supervision"

### October 28

Class Topics: Learning-oriented supervision

Reading: *Contested Issues* (Chapter 22)

Assignment: Self-Guided Assignment Progress Memo

### November 4

Class Topics: Developing a personal supervisory philosophy; Skype with Rachel Wagner

Reading: McNair, "Developing a Philosophy of Supervision"

## **Unit V: Additional Considerations for Advising and Supervising**

*Learning outcomes for this unit are to...*

- Consider ethical concerns regarding advising and supervising,
- Understand what it means to be 'good company' as an advisor and supervisor, and
- Fully integrate one's concentration area with one's personal advising and supervisory philosophy

*Assignments for this unit are...*

- Self-Guided Assignment Presentation (November 25/December 2)
- Advising & Supervisory Philosophy Statement (December 6)
- Self-Evaluation of Learning Goal Progress for Practicum (December 13)
- Supervisor Evaluation of Practicum Job Performance (December 13)

### November 11

Class Topic: The (im)possibilities of community

Reading(s): Magolda & Knight Abowitz, "Tribes"; Nicolazzo & Harris "This is What a Feminist (Space) Looks Like"

### November 18

Class Topic(s): Legal implications; Being good company

Reading(s): Hu & Miller, "Prosecutors Charge Five"; Baxter Magolda, "Good Company"

November 25

Class Topic: Self-Guided Assignment Presentations

Reading(s): As assigned by presentation groups

*November 28 – December 1 – Thanksgiving Holiday*

December 2

Class Topic: Self-Guided Assignment Presentations

Reading(s): As assigned by presentation groups

Due December 6

Advising & Supervisory Philosophy Statement

Due December 13

Self-Evaluation of Learning Goal Progress for Practicum

Supervisor Evaluation of Practicum Job Performance

*\*\*\*email to me by 12:00noon on the assignment due date\*\*\**