

Course title:	EDUC 431: Teaching of Social Studies in the Elementary School	
Course #/term:	EDUC 431 001, Fall, 2021	
Time and place:	Friday, 9:00am - 12:00pm, SEB 4212	
Credit hours:	3	
Prerequisites:	EDUC 430 or permission of instructor	
Instructor:	Amanda Jennings, Ph.D.	
Pronouns:	She, her, hers	
Contact info:	Email: abjenn@umich.edu	Phone: 302-220-7246
	You may expect a response within 24 hours during work days	
Office:	SEB 3112c	
Office hours:	Friday, 2:00 - 4:00, and by appointment	

1. Course Statement

Course Description

This course focuses on teaching inquiry-based, culturally relevant social studies in elementary and middle school. We will consider how to guide students to investigate complex historical and social issues with authentic sources that represent diverse and contrasting perspectives. Teaching social studies involves supporting children in understanding and critiquing the world around them, learning where and how to find and question information that may help them solve real-world problems, and developing the tools to be active participants in their communities and beyond. Such work requires us to deliberately frame content to address real-world issues, challenge dominant narratives, and listen to multiple perspectives, while positioning students of all backgrounds as capable sensemakers and social agents who are respected and valued. We use two frameworks to EDUCguide us in this work.

Equity framework for culturally and historically responsive literacy.

We adapt Gholdy Muhammad's 2020 framework - rooted in Gloria Ladson-Billings's work - to center students' identities, skills, intellect, and criticality in our social studies inquiry teaching. See learning goals for the course for more specifics.

Engage-Experience-Argue framework.

We adapt the 5E instructional framework used in science education for thinking about teaching social studies inquiry lessons, and call it: Engage, Experience, Argue (or "EEA")¹. EEA is a powerful and

¹ The 5E instructional model comes from Bybee, R. W. et al. (2006). *The BSCS 5E instructional model: Origins and effectiveness*. Colorado Springs, Co: BSCS, 5, 88-98. Or, see <https://bscs.org/bscs-5e-instructional-model>. Betsy Davis and her colleagues adapted this for science education methods at the University of Michigan ("EEE"). For more on this see: Kademian, S. & Davis, E. (2019), Planning and enacting investigation-based science discussions: Designing tools to support teacher knowledge for science teaching. In Davis, E. et al (Eds.), [*Sensemaking in Elementary Science: Supporting Teacher Learning*](#) (New York: Routledge).

flexible tool for adapting, designing, and enacting social studies inquiry cycles of varying length, in a variety of contexts, and for a variety of learning goals and contents. Each lesson or sequence of lessons in powerful social studies inquiry includes these stages of investigation.

Course Ethics²

- Ethic of Care
 - It has always been important to us to approach our students with care and compassion and to develop a caring community in classroom spaces. In this extraordinary time, it is all the more important that we practice caring for ourselves and for each other. Taking care of the self – physically, emotionally, mentally, and spiritually enables us to work and strive intellectually, civically, and ethically. When we discuss norms please come prepared to share what it means to you to care for yourself, to care for others and to care for a learning community of which you are a part.
 - One specific element of care that merits naming is to acknowledge that much of the material in this course may be quite painful to read, watch, or listen to; although for whom it's painful and why varies along many lines. Given that, we will not offer specific “content warnings” for specific resources, because to do so is actually an imposition of our own positionality and perspective onto yours. What we will say is that you need to prepare yourself for listening to hateful speech, for witnessing violence, and for reading about atrocities. Please think about what you need to manage your own self-care when faced with difficult material and please reach out if you need support or feel free to retreat if you need that.
 - Everyone in our learning community will have a range of reactions to our material. Some things may deeply trouble you, and yet be unacknowledged by someone else. Other things may come as a complete surprise to you, and yet be a commonplace part of someone else's lived experience. Please be mindful to regard the reactions of others and also to realize that your very reaction may embody an element of your own privilege. We are all sparked in different ways. Part of the experience of this course will be to learn about what sparks us and the ensuing impact on ourselves and others. We will invite all of us to share on these matters; and likewise will invite us to be patient and compassionate with ourselves and others; and at the same time brave enough to recognize the ways in which we may (intentionally and unintentionally) cause others to feel pain.

- Ethic of Responsibility
 - As you'll see in reviewing this syllabus and engaging with the introductory materials, this class requires initiative, organization, and self-determination on the part of the students, as well as the instructor. We are intentionally practicing what bell hooks calls “engaged pedagogy,” and that inherently involves the student in their own learning and teaching. Additionally, our desire to encourage a diversity of groupings and learning modalities means that you will be learning in many ways and spaces without an instructor present.

² With regard to Maren Oberman for composing and sharing the language in this section.

You will be responsible not only for the typical reading and completion of assignments, but also for managing your time, collaborating with your groupmates, showing up when you say you will, and keeping pace with the class. Additionally, we will share grading responsibility. You will determine 60% of your own grade and we will assign the remaining 40%. More on this in the grading section below. Our role is to facilitate and push, respond and assist, listen and grow; but you will find that much of the accountability in this class will rest with you.

- Ethic of Respect³
 - We must respect and value the efforts, identities, capacities, and ideas that each person brings into the space. We call people their chosen names and preferred pronouns and we make the effort to learn and to say their names as they wish them said.
 - We must all be open to alternative views, experiences, and perspectives, and curious to learn about and from one another. Freedom to express ourselves, a fundamental civil and human right, *excludes* expressions that commit or encourage violence or trauma toward others. We do not invite racist, sexist, classist, and, generally, bigoted, xenophobic, or hateful ideas, nor are we inviting tolerance or respect for such ideas. Judgments about this are part of the responsibility that a free and just society entails.
 - We stand for the goals of diversity, inclusion, justice, and equity expressed in our school community's [statement of institutional commitments](#). Acting on these commitments in our day-to-day work together means that we each must cultivate awareness of our own biases and perspectives. Actively advancing diversity, inclusion, justice, and equity requires that we are cognizant of our own biases and perspectives; and mindful of our ways of being, listening, talking. Furthermore, we must critically interrogate the materials, ideas, structures, and contexts we study and the environments in which we exist.

- Ethic of Growth
 - This course includes a focus on the self. From the beginning you will be asked to consider not only who you are, but how your identities, given the circumstances in which you exist, shape your way of being in the world, your way of knowing, and the work that you do. You will be asked to identify goals for yourself in pursuing justice -- a praxis for social change, to articulate those goals, and to engage in honest self-appraisal about your progress towards them. You will be asked not only to speak, but also to listen, and to see how listening can help you grow, change, and evolve. As H. Richard Milner, IV. has said, "[Start where you are, but don't stay there.](#)"

Early in the semester, we will come together and discuss norms, ways that we can agree as a community that we want to be with one another. In the meantime, please consider, in addition to the assigned readings

³ With gratitude to Deborah Ball for composing and sharing the language in this section

that day, the following group norms offered by the [Program on Intergroup Relations at the University of Michigan](#):

1. Take the learning, leave the stories
2. Be present and engaged. Avoid technology distractions.
3. Share airtime.
4. Speak from your own experience.
5. Be aware of intent and impact.
6. Listen to learn, not to respond; listen harder when you disagree.
7. Do not freeze people in time.
8. Expect discomfort and joy; we are on our learning edge.
9. Anticipate unfinished business.

- Kaplowitz, Griffin, and Seyka. (2019). Race dialogues: a facilitator's guide to tackling the elephant in the classroom. p. 32.

Learning Goals

Students and Student Thinking

1. Recognize, respect, and center students' experiences, sensemaking, interests, cultures, and agency as valuable resources in their social studies learning. In so doing, “challenge exclusionary and hierarchical views of ability” and capacity to learn.
2. Understand how children think about civics, geography, economics, and history, and understand how children's experiences in and out of school may shape their disciplinary thinking and identities. This may include experiences with harmful or inaccurate representations of social studies knowledge they've experienced.

Developing a Pedagogical Approach

3. Frame and conceptualize social studies teaching and learning as text/source-based inquiry that is culturally relevant, offering students opportunities to learn and think about power, equity, disrupting oppression, resistance and resilience in their own lives and in the past. Specific instructional practices that support this pedagogical approach:
 - a. Design social studies inquiry lessons to support a specific learning goal AND/OR Critique and adapt existing social studies curriculum materials that responsively support learners in inclusive and adaptive ways and that take a critical approach to content (e.g., “see the distortion in the specific subjects they teach, understanding why it matters, and to have knowledge, commitment, and skills for challenging, changing, broadening, and removing” harmful content, as well as “resources for representing content that respects and centers normatively marginalized knowledge and ways of knowing”).
 - b. Find, select, and work with social studies resources to create representations of social studies content in lessons that reflect the integrity of the disciplines and criticality about content, as well as responsiveness to students.
 - c. Reflect on one's planning and instruction, and analyze student work and thinking (e.g., are students' learning something about themselves and others, building skills and

intellect, thinking about power & equity), to identify specific ways you can improve your culturally relevant teaching.

Practicing Pedagogy in the Moment

4. Learn to enact and use specific instructional practices to extend and support students' social studies inquiry and literacy skills in the moment-to-moment responsive work of teaching. Throughout this work, orient to students as capable sensemakers and demonstrate responsiveness. Specific practices include -
 - a. Elicit, listen to, notice and respond to all students' thinking (particularly how students process written and visual texts and think about social studies content) in ways that demonstrate respect for their ideas, high expectations, and support for their growth. In so doing, "challenge exclusionary and hierarchical views of ability" and capacity to learn.
 - b. Facilitate discussions that treat students as sensemakers about the content who bring valuable resources and ideas. Facilitate discussions that are inclusive of all students, engage them in the process of inquiry, make their thinking visible, and extend their thinking. In so doing, "challenge exclusionary and hierarchical views of ability" and capacity to learn.
 - c. Setup and manage small group work to support all students' sensemaking in social studies inquiry. Work on "awareness of how they read the behavior of Black and Brown children" and on interacting with Black and Brown children in ways that "uplift their competence and identities". In so doing, "challenge exclusionary and hierarchical views of ability" and capacity to learn .
 - d. Explicitly teach key literacy and thinking practices for students so that the practices and your thinking are visible to students learning them. This could be through modeling, co-constructing models, using models, or other forms of strategy instruction.

Course Design

This course is divided into two parts. In the first part (5 class sessions), we will meet as a group in the SEB. We will primarily be learning with and from each other while directly building on your assignment from EDUC 430 to develop an inquiry lesson. You will have two opportunities to work with the students in your field placement: (1) a discussion with a small group of students to learn about their social studies thinking, and (2) an inquiry lesson based on the topic you chose in EDUC 430. In the second part (6 class sessions), we will meet at Mitchell Elementary School and learn from each other as well as from the second grade students and their teachers. We will work with the second grade classes supporting social studies learning in the following format: during hour 1 we will plan for our interactions with students; during hour 2 we will work with students in their classrooms; during hour 3 we will reflect on our work with students.

2. Class Requirements

a. Text and class materials

Course materials are available on Canvas.

In addition to the materials on Canvas, the following are required texts for the course:

- Austin, Hilary Mac & Thompson, Kathleen (2015). *Examining the Evidence: Seven Strategies for Teaching with Primary Sources*. ISBN-13: 978-1625216304
- King, Joyce, E., & Swartz, Ellen, E. (2014). “Re-memembering” history in student and teacher learning: An Afrocentric culturally informed praxis. New York, NY: Routledge Press. ISBN-13: 978-0415715133
- Muhammad, Gholdy (2020). *Cultivating Genius: An Equity Framework for Culturally and Historically Responsive Literacy*. ISBN-13: 978-1338594898

b. Class schedule

Below is our planned class schedule. Any updates to this schedule will be communicated with you via Canvas. Please see the Canvas schedule for the most current information.

Date/Time	Agenda	Assignments
Class Meeting 1 October 8, 9:00 - 12:00 SEB 4212	<ol style="list-style-type: none"> 1. How will we learn together this semester? 2. What do we want to learn together this semester? 3. How will we share our learning with others? 4. How can we learn from our students? 5. How can we use inquiry to support our students’ social studies learning? 	
Class Meeting 2 October 15, 9:00 - 12:00 SEB 4212	<ol style="list-style-type: none"> 1. How can we support students to learn about the heterarchical macro-narrative of freedom and democracy that we developed in 430? 	
Class Meeting 3 October 29, 9:00 - 12:00 SEB 4212	<ol style="list-style-type: none"> 1. How can data from our students inform our teaching? 	Portfolio Entry 1: Discussion with Students Portfolio Entry 2: Resource Collection for Inquiry Lesson
Class Meeting 4 November 12, 9:00 - 12:00	<ol style="list-style-type: none"> 1. How can we approach existing curricular 	

SEB 4212	materials to make sure they meet our goals/approach for social studies?	
Class Meeting 5 December 3, 9:00 - 12:00 SEB 4212	Embedded Teaching Experience	Portfolio Entry 3: Inquiry Lesson Portfolio Entry 4: Journal Entries for Part 1 of EDUC 431 (due December 4)
Class Meeting 6 December 8, 9:00 - 12:00 Mitchell Elementary	Embedded Teaching Experience	Portfolio Entry 5: Revisions to Existing Curriculum
Class Meeting 7 December 9, 9:00 - 12:00 Mitchell Elementary	Embedded Teaching Experience	
Class Meeting 8 December 10, 9:00 - 12:00 Mitchell Elementary	Embedded Teaching Experience	Portfolio Entry 6: Journal Entries for Embedded Experience
Class Meeting 9 December 15, 9:00 - 12:00 Mitchell Elementary	Embedded Teaching Experience	
Class Meeting 10 December 16, 9:00 - 12:00 Mitchell Elementary	Embedded Teaching Experience	
Class Meeting 11 December 17, 9:00 - 12:00 Mitchell Elementary	Embedded Teaching Experience	Learning Portfolio & Learning Journey (due December 20)

c. Assignments

For descriptions of all assignments, see Canvas.

The purpose of the graded assignments in this course is to assess your progress toward meeting the course learning goals. You will submit two graded assignments. The due dates and calculation of your final grade are included in the table below.

Graded Assignments	Due date	Percent of overall grade
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Learning Portfolio	December 20, 11:59 pm submit via Canvas	80%
Learning Journey	December 20, 11:59 pm submit via Canvas	20%

The Learning Portfolio

The Learning Portfolio is a compilation of evidence gathered/created during the semester that you believe demonstrates your progress towards the course learning goals. We, the instructors, have designed six Portfolio Entries aligned with the course learning goals. Taken together, these entries provide you with multiple opportunities to demonstrate your learning progress. The portfolio entries we designed are not required components of the portfolio. If you would like to create a different portfolio entry that you believe demonstrates your learning progress towards one or more of the learning outcomes, you are encouraged to do so! The only requirement is that your completed portfolio provide evidence of your learning progress in each of the learning goals. The six suggested portfolio entries along with deadlines for submitting and receiving peer feedback are listed in the table below. If you choose to submit the portfolio entries by the deadlines in the table below, then you will have the opportunity to receive feedback from your peers regarding how your entries demonstrate progress towards the learning goal(s) addressed by the entry. This feedback can inform revisions you might make to your portfolio entries prior to submission at the end of the semester.

Suggested Portfolio Entries	Submit for Peer Review	Peer Review Feedback Due
Entry 1: Conversation with Students	Oct 29, 2021	Nov 5, 2021
Entry 2: Resource Collection for Inquiry Lesson	Oct 29, 2021	Nov 5, 2021
Entry 3: Inquiry Lesson	Dec 3, 2021	Dec 8, 2021
Entry 4: Journal Entries for Part 1 of EDUC 431	Dec 4, 2021	Dec 10, 2021
Entry 5: Revision to Existing Curriculum	Dec 8, 2021	Dec 15, 2021
Entry 6: Journal Entries from Embedded Experience	Dec 10, 2021	Dec 15, 2021

Learning Journey

The Learning Journey is a record of your learning experience in either EDUC 431 or across both EDUC 430 and EDUC 431. The format of the record can be multimedia (a blog, podcast, video, written manuscript). The audience is future interns in, and instructors of, a social studies methods course. It is through this record that you will take your experiences and make them visible in a way that serves to strengthen teacher education and the teaching profession. The record might ask and answer questions such as:

- How has my perspective about social studies and social studies education changed (or not)? What experiences in EDUC 430 and 431 have served to affirm or challenge my view of social studies/social studies education? How does this relate to my professional vision as a social studies teacher?
- How have my experiences participating in elementary school classrooms been consistent with or deviated from my expectations based on my experiences in EDUC 430 and 431? How does this relate to my professional vision as a social studies teacher?

The focus of the record should be to support future interns/instructors. With that in mind, think about how you can answer the following questions as you complete your record:

- How can my experiences in 430/431 support the learning of future teachers?
- How can my experiences in 430/431 support the design of future social studies methods courses?

d. Attendance and class participation

Attendance and participation are expectations in this class as a form of professionalism. I expect you to attend every class, to arrive on time for a prompt start, to stay till the end, and to participate in and contribute to class. It is vital that you attend every class session if at all possible. If you cannot be present for a class session, let me know. Acceptable absences include absences due to religious holidays; please let me know at the start of the semester if you will miss class for this reason. While it will not be possible to recreate a missed class, please make arrangements with me to complete alternative work that will support the learning you missed. I will specify the due date for this alternative assignment. More than two absences from the class will make successful learning of the material in the course challenging and put you in danger of not being able to complete the course successfully. The Office of Teacher Education will be notified if there is more than one absence. Three absences—excused or unexcused—is grounds for failing this course.

e. Grading

In this course, we, the instructors and each student (individually), will share responsibility for grading. As part of practicing engaged pedagogy and, in an effort to interrogate normative systems of hierarchy, we feel it is important to release some of the typical hold on assigning grades that usually rests with the instructor. Instructors' assessment will make up 40% of a student's grade, and the intern's assessment will make up 60% of their grade.

Each of the graded assignments will be graded using a 5 point scale. Assignments will be graded based on the evidence they provide of the interns learning of the goals. Students and instructors will use the same

rubric to assess progress toward learning goals and assign points for assignments. The 5-point grading scale will be converted into a letter grade according to the following table:

5	4	3	2	1	0
A+/A	A-	B+	B	B-	C+

Both assignments are due on December 20, however they can be submitted early. If a student is unable to submit an assignment by the end of the semester, they should communicate with the instructors as soon as possible. The instructor and the student will come to a shared agreement about when the assignment will be due. No points will be deducted for late submissions.

GENDER PRONOUNS

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will share the name we prefer to be called and, if we choose, share the pronouns with which we would like to be addressed. Students can indicate their personal pronouns via Wolverine access, using the *Gender Identity* tab under *Student Business*. The faculty will do our best to address and refer to students accordingly and support classmates in doing so as well.

U-M GUIDANCE TO STUDENTS REGARDING CONFLICTS BETWEEN THE ACADEMIC AND RELIGIOUS CALENDARS

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

If you think you need an accommodation for a disability, please let us know ASAP. 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 us 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; ssd.umich.edu) typically recommends accommodation through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such.

ACADEMIC INTEGRITY

Examples of academic misconduct include but are not limited to the following:

- Cheating
- Plagiarism
- Unacceptable Collaboration
- Falsification of Data, Records, and Official Documents
- Aiding and Abetting Dishonesty
- Unauthorized or Malicious Interference/Tampering with Office Property
- Classroom Disturbances

Any violation of standards for academic integrity will result in severe penalties, which might range from failing an assignment to failing the course.

UNIVERSITY STATEMENT ON PLAGIARISM

Plagiarism is using and passing off as one's own the writings or ideas of another person. It is, in short, a form of intellectual theft that violates the basic ethical standards of any academic community. The cut-and-paste features of modern word processors and web browsers make plagiarism remarkably easy to commit, but this ease does not diminish the severity of the offense. Students working on web-based research projects should be especially vigilant about avoiding the temptation simply to lift material from other online sources into their work. Feel free to incorporate all the links you like to other useful sites you may find on the web. Do not copy their content, though, without proper attribution (which includes full APA citation). Any web project that is found to contain plagiarized content will receive a failing grade, and its authors may be subject to disciplinary action by the university.

The following guidelines, adapted from the English Department's policy statement on plagiarism, may be helpful in clarifying the difference between acceptable and unacceptable "borrowing."

Plagiarism occurs when a student submitting academic work:

1. Does not properly attribute words or ideas to their original source.
2. Quotes from another author's writing without citing that author's work.
3. Cites, with quotation marks, portions of another author's work, but uses more of that work without quotation marks and without attribution.
4. Takes an essay from a site on the Web or a "library" of already-written papers and submits it, in whole or in part, as his or her own work.
5. Steals a paper from another student and then submits that paper as coursework.
6. Submits the same paper twice for two different assignments.
7. Takes the results of another's research and attempts to pass those results off as their own work.

Evidence of any of the above behaviors is considered a serious breach of university ethics and will result in severe academic sanctions. Students are strongly encouraged to read the full text of the policy statement or check with their instructor should any questions remain about these guidelines. Students should also be aware that certain uses of others' work, even with proper attribution, may be subject to copyright law.

COVID Syllabus Statement example, provided by Provost Collins, 1/15/21:

The University of Michigan has implemented reasonable health and safety protocols, taking into account recommendations by local, state and national public health authorities, in response to the COVID-19 pandemic. As a member of the campus community, you are expected to abide by health and safety

policies which were developed in accordance with public health guidelines. These standards apply to anyone who is physically present in campus buildings.

PANDEMIC RESILIENCE AND WELLBEING (The following text was taken from Lydia Kelow-Bennett, assistant professor in the Department of Afroamerican and African Studies.)

I ask that we work this semester to build a sense of care and community for our class. This includes extending kindness, being honest, caring for your own needs, and being aware that everyone is dealing with a wide variety of issues outside of coursework. Please think carefully about what you need each day in order to be in the best mental, emotional, physical and spiritual health that you can. Please be gentle and kind with yourselves, each other and with me. Please communicate things that you need as soon as you know that you need them, whether it's a deadline extension, extra help with coursework, or accommodations that will make your learning easier. **You never owe me an explanation for why you need help—simply saying what you need is enough.**

We will discuss a community agreement the first day of class that governs the way we want to treat ourselves and each other during this challenging time. Even with the challenges, I believe we can have a meaningful and fun semester together.

EMAIL AND COMMUNICATIONS

Email and other forms of electronic communication are important mediums of communication in this course. I will use Canvas to communicate with you about anything that is related to this course. I ask that you also use Canvas to communicate with me (i.e. sending messages via Canvas mail, commenting on assignments, posting to discussion boards). I will respond to you within 24 hours (during the work week) and I ask that you respond to me and your classmates within the same time frame.

ACCESSIBILITY AND UNIVERSAL LEARNING

I am committed to supporting all students regardless of ability, and regardless of whether or not you have a Verified Individual Services Accommodation (VISA) recognized by Services for Students with Disabilities (SSD).

As a student, you can contact SSD for a confidential and private determination of your eligibility for accommodations if you believe you qualify, at <https://ssd.umich.edu/>, or by phone at (734) 763-3000. If you already have a VISA, please provide me with that information as soon as possible so that I can plan for your accommodations.

If you do not have a documented disability, but believe that you need an accommodation, please make an appointment with me to discuss your options and ways I can assist your learning. All information you share with me is private and confidential.

The following are a set of support services on campus of which you can inform students.

SUPPORT SERVICES

Office of Services for Students with Disabilities <http://ssd.umich.edu/>

Offers selected student services which are not provided by other University offices or outside organizations. Services are free of charge. Assists students in negotiating disability-related barriers to the pursuit of their education. Strives to improve access to University programs, activities, and facilities for students with disabilities.

Location: G-664 Haven Hall 505 South State Street

Hours: 8:00AM-5:00PM Mon-Fri

Phone: (734) 763-3000

E-mail: ssdoffice@umich.edu

Mental Health Support Resources

The University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/>. In addition, the School of Education has an “embedded social worker” who is our liaison to CAPS; her name is Kristen Carney, LMSW, and she can be reached at the same number listed above.

Location: Third floor of the Michigan Union (Room 3100)

Hours: 8:00AM-7:00PM Monday-Thursday and 8:00AM-5:00PM Friday

You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

For a listing of other mental health resources available on and off campus, visit: <http://umich.edu/~mhealth/>.

Support for Students Experiencing Food and/or Housing Insecurity

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for support.

ITCS Computing Assistance Hotline <http://its.umich.edu/help/>

Provides support for various computer resources and services at the University of Michigan.

Monday–Friday: 7:00 a.m.–6:00 p.m.

Sunday: 1:00 p.m.–5:00 p.m. (email only)

(734) 764-HELP

Sweetland Writing Center <https://lsa.umich.edu/sweetland/undergraduates/writing-support>

The Sweetland Writing Center offers undergraduate students writing assistance through Peer Writing Centers, Online Writing Lab, and the Writing Workshop.

Location: 1310 North Quad

Phone: (734) 764-0429

Email: sweetlandinfo@umich.edu