

CSP 621: THEORIES OF COLLEGE STUDENT DEVELOPMENT

Spring 2012

Monday, 6:00 PM – 8:50 PM

Killian 106

SYLLABUS

Instructor:	Dr. Cheryl Joy Daly	Office Hours:	Monday: 10:00 AM - Noon
Office Location:	Killian 250 C		Feel free to make an appointment
Telephone:	(828) 227-2115 (Cell 828 702-1523)		to meet in person, by phone or on-line
E-mail:	cdaly@wcu.edu		

Course Description

This course is an overview of student development theories that are most widely accepted in student affairs professional circles.

Learning Objectives:

1. Understanding the history and nature of student development theory, how it is and has been created, used, and modified.
2. Being able to interpret and apply theories to understanding the context of students' development.
3. Developing the ability to locate and synthesize student development literature related to real-world issues in student affairs/higher education practice.
4. Applying existing theory to actual students' experiences and beginning to see additional ways of looking at those experiences through the creation of informal developmental "theories."
5. Being able to critique what is called "student development theory," both in terms of individual theories/models and the collective body of literature in the field.
6. Being able to set self/course goals and reflect on progress toward them.

TEXTS REQUIRED

Required Textbook and Supporting Material

- Evans, N. J., Forney, D. S., & BiDrito, F. G. (2010). Student Development in College: Theory, Research, and Practice. San Francisco, CA: Jossey-Bass. **Second Edition**

All work submitted for this class should adhere to the style and formatting guidelines of the American Psychological Association as is presented in the APA Publication Manual (2001), unless otherwise noted. This is the standard for our profession. In addition to reference citations (both in the text and the reference list), this volume includes instructions on page numbering, grammatical considerations, how to avoid the use of sexist language, how to construct charts and tables, and other relevant information. If you have not already done so, I encourage you to browse through this volume to familiarize yourself with the range of topics it addresses so you'll

be better able to use it as a resource. A helpful APA website is available from Purdue University at <http://owl.english.purdue.edu/owl/resource/560/01/>.

College of Education and Allied Professions Conceptual Framework

The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty, administrators, and staff learn and apply the products of learning. The College of Education and Allied Professions (CEAP) at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions, appreciation of and respect for diversity, and the fostering of the responsible use of technology. The College Student Personnel program at Western Carolina University is based on many of the guiding principles that dovetail with the C.E.A.P.'s overarching Conceptual Framework. The program is based on the premise that highly effective student affairs educators and leaders must be committed to the growth and development of all students and must possess the skills to create environments in either two-year or four-year institutional settings where such growth and development can occur.

Relationship of course to goals of the Master's Program

The graduate program in College Student Personnel is based directly on guidelines established by the Council for the Advancement of Standards in Higher Education (CAS). The Foundation Studies part of the curriculum includes study in the historical, philosophical, ethical, cultural, and research foundations of higher education, which inform research, practice. The history and philosophy of student affairs are essential components of this standard. Students must be able to reference historical and current documents that state the philosophical foundations of the profession and to communicate their relevance to current student affairs practice. Students must also be able to articulate the inherent values of the profession that are stipulated in these documents in a manner that indicates how these values guide practice. Finally, students must be knowledgeable about and be able to apply a code of ethics or ethical principles sanctioned by a recognized professional organization that provides ethical guidelines for their work.

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu. You may also visit the office's website: disability.wcu.edu

Diversity Statement

The professional education unit at Western Carolina University defines diversity broadly to include *exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation and national origin.*

Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident

of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community.

If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the College of Education and Allied Profession Associate Dean at 828 227- 3306.

Academic Honesty Policy

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators, and students work together to achieve the highest standards of honesty and integrity.

Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes: a. Cheating—Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; b. Fabrication—Intentional falsification of information or citation in an academic exercise; c. Plagiarism—Intentionally or knowingly representing the words or ideas of someone else as one’s own in an academic exercise; d. Facilitation of Academic Dishonesty—Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

E-mail

E-mail (using your catamount account only) will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your WCU account and check it daily. WebCat may be used to update the class about course content and procedures.

Technology

Technology is integrated into the design and delivery of this course in a variety of ways. The course will rely on WebCat as an educational tool that connects students and encourages intellectual engagement outside traditional classroom boundaries. Additionally, both course delivery methods and student assignments draw on a range of technological tools with the goal of increasing students’ self-efficacy for using technology as well as enhancing the overall learning experience.

GRADES ASSESSMENT

All participants are expected to engage actively in course activities and assignments, including some discussion of content and logistics that will take place on email in between class meetings. Final course grades will be based on **three (3)** assignments. Students are also expected to complete other (non-graded) assignments in order to participate in class activities and to be able to complete the graded course projects successfully.

The grading system at WCU is on a four-point scale, with course grades reported in whole points (4.0, 3.0, 2.0, etc.). Any grade below a 3.0 is a sign of serious problems for continued graduate work and merits discussion with me and/or your academic advisor. For the purposes of assigning a final grade, the following table applies:

90 or more points =	4.0 (A)
80-89 points =	3.0 (B)
70-79 points =	2.0 (C)
69 or fewer points =	0 (no credit for course)

EVALUATION OF ASSIGNMENTS

Assignments earning an “A” grade will be of excellent quality, reflecting critical thinking, creativity, and mastery of course material. They will be well organized and clear. They will be free of errors in syntax, grammar, and APA format. An “A-” grade might result from minor deductions in any of these areas.

Assignments earning a “B” grade will be of good quality, reflecting a solid grasp of the course material and clear, well-organized writing style. They might contain some errors in syntax, grammar, or APA format, but will not be seriously flawed.

Assignments earning a “C” grade will be of acceptable quality, reflecting familiarity with course material. They might contain weaknesses in organization and errors in syntax, grammar, or APA format.

Assignments earning below a “C” are unacceptable and will receive no credit.

Assignment & Activities:

1. Class Participation	10 points
2. Group Student Stories and analyses	20 points
3. Student Development Issue Paper	30 points
3. Your Own Student Development Theory Paper	40 points

Class Participation (10%)

Class attendance is required and is included in the class participation grade. Nevertheless, students may occasionally need to absent from class for reasons of illness, family, or work related issues.

Project Assignments

Due Date	Project	Requirement
	Student development issue paper (30 pts)	Length of paper: 15 pages
	Group Student stories and Analysis Presentation and Paper (20 points)	Presentation 20-25 minutes Paper
	Your Own Student Development Paper (40 Points)	Length of Paper: 10-12 pages
	<u>Course Evaluation Schedule Open/Close Dates</u>	

Paper Requirements

Students will receive letter grades on each assignment. All papers should be double-spaced in 12-point font (Times or Palatino) with margins of 1-1.25 inches.

APA guidelines should be followed in producing papers. Papers should be typed, double-spaced, spell checked, and stapled. Good grammar is a must. There should be little reason for run-on sentences or sentence fragments. Assignments are due at the beginning of class on the dates indicated on the schedule.

Project #1: Student development issue paper. (30 points)

Developing the ability to locate and synthesize student development literature related to real-world issues in student affairs/higher education practice is another intended outcome of the course, as is the ability to critique existing theories/models. To demonstrate your ability to do so, you will write a paper on a topic of interest to you and applicable to your goals for practice and research in student affairs (e.g., a particular group of college students; an important issue or challenge related to student affairs, such as alcohol use, academic honesty, race relations on campus, or leadership development; or a facet of student development we study in the class about which you want to learn more). You should include 10 sources and at least 5 sources from outside the course. All of the 10 sources should be original sources (i.e., not taken from a book/article/chapter summarizing someone else’s work). You may

include websites as additional sources, but they do not count toward the 10 required. Note that not all sources you might want to include will be available in online versions, so you will have to seek out hard copies.

Your paper should be 15 pages: a) a statement and description of your topic, b) a synthesis of the literature you located (note: a synthesis is not a book-report or summary of each source you found, the story of how you conducted the literature review; it is an integration of ideas across sources and notes where the literature leaves gaps or needs additions), c) a summary of what the literature reveals about your topic, and d) your recommendations for what research still needs to be done in this area to address your topic. A statement and short description of your topic are due **Feb 13**, an APA-formatted list of at least 8 sources is due **Feb 20**, and the complete issue is due **Feb 27, midnight**.

Project #2: Group Student stories and analyses. (20%)

Applying existing theory to student experiences and beginning to see additional ways of looking at those experiences are also intended outcomes of this course. Working in teams of 3, you will choose from a list of student groups that have something in common with one another (e.g., a psychosocial identity, such as a racial, ethnic, gender, or religious identity; an experience, such as being returning adult learners, international students, or first-generation college students).

Each group will interview at least three (3) students who fit into the group you have chosen. You will then develop a summary of information you learned in your interviews, and provide a critique of existing models in relation to what you learned from students about their experiences. You will present the final results of your project in poster format, with elements of the project due throughout the term (group will determine date for each phase of the project).

Group Assignments (Please name your group)

* Team Leader

Group #1

Group #2

Group #3

Set Important “to do” dates for yourself/group

- A. Sign up for topics: _____.
- B. Identify from where you will recruit students to interview and submit list of potential interview questions:

- C. Complete all interviews and write a draft summary of the students’ stories: due _____.
- D. Draft an informal model that reflects the major ideas in the students’ stories. To do so, you might go through the stories to identify themes that relate to various dimensions of development. Organize the themes into a “picture” of development, using your data to explain and support the themes you present. This model can take any form as long you include relevant dimensions of development and can explain what each means.
- E. Compare your stories to at least 2-3 theories we study in class. In this analysis, comment on: a) parallels you notice between students’ stories and existing theory and why you think these parallels exist, and b) differences you notice between students’ stories/model and existing theory and why you think these exist. Some similarities and differences may be based on your sample; but in other cases, the students’ stories may reveal shortcomings of existing theories.
- F. The project will culminate in conference-style poster presentations on **March 26**. We will discuss the specifics of the presentation formatting, but you can expect to include a title, brief description of your sample and interviews, a summary of students’ stories, brief explanation of the components of your informal model (ideally accompanied by a graphic), an overview of comparison of your theory to existing theory

(either in text or graphic format). Please also prepare and bring for each class member a double-sided, one page handout, including any reference citations.

Project #3. Final: Your Own Student Development theory: (40 points)

This project involves you reading and thinking carefully about student development theory and what you believe about student growth throughout college. You will write your own theory of college student development and present it in a research paper format. You may choose the student population, but you should be able to provide research and cite relevant sources that led to your own understanding of student growth, identity, or development that you present. The final paper should be about 10-12 pages, (plus a bibliography and visual representation of your model) and is due on _____

Assignment Schedule

January 9	WELCOME
Jan 16	MLK Holiday – No Class
January 23	Understanding and Using Student Development Theory Assigned readings: <ul style="list-style-type: none">• Evans, N.J., Forney, D. S., & Guido-DiBrito, F. (EFG-B). Chapters 1 and 2 (pp. 5-34). Readings posted in Blackboard
January 30	Foundational Theories Assigned readings: Chapter 3: Psychosocial Identify Development (EFG-B), pp. 47-63 Find an interesting article that utilizes some aspect of Erikson’s stages of psychosocial development to explain a problem/issues.
Feb 6	Foundational Theories (continued) Assigned readings: Chapter 4: Chickering’s theory of Identity Development (EFG-B), pp. 64-81 Find a study that utilizes some aspect of Chickering’s theory of Identity Development to explain a problem/issue.
Feb 13	Foundational Theories (continued) Assigned readings: Chapter 5: Perry’s Theory of Identity Development (EFG-B), pp. 82-98 <ul style="list-style-type: none">• Reading in posted on WebCat• Assignment due: Topic for issue paper (Title and a short description of topic – no more than a paragraph, as little as one sentence)
Feb 20	
Feb 27	<i>Project #1 due: Student development issue paper</i> (MIDTERM BREAK FEB 29- MARCH 4)

Mar 5	Foundational Theories (continued) Assigned readings: Chapter 6: Moral Development (EFG-B), pp. 99-119 • Review: Ethical Principles and Ethical Decisions in Student Affairs Chapter 8: Kolb's Theory of Experiential Learning Chapter 10: Development of Self-Authorship (EFG-B)
Mar 12	Integrative Theories Assigned readings: Chapter 11: Schlossberg's Transition Theory (EFG-B)
March 19	Group Analysis Workshop Day
March 26	Project #2: Presentation and Paper due: <i>Group Student stories and analysis</i>
APRIL 2	SPRING BREAK (April 1-April 5)
Apr 9	Student Development theory <i>Workshop Day</i>
Apr 16	Project #3: Your Own Student Development theory discussion
April 30	Wrap-Up: future directions – Paper Due