

Syllabus

STUDENT DEVELOPMENT IN COLLEGE, THEORY AND PRACTICE PADM 6570-701

Basic Information

Instructor: Dr. Marisa Schlieber
Office: GC 308 D
Telephone: (435) 586-7864
Email address: marisaschlieber@suu.edu
Office Hours: Monday 6:00 pm on Adobe Connect; or by appointment

Required Textbook

Evans, Forney, Guido, Patton, & Renn. (2010). *Student Development in College: Theory, Research, and Practice (2nd Ed.)*. San Francisco: Jossey-Bass Publishers.

Readings posted on Canvas.

Course Description

Student development theory investigates the personal growth and development of college students and how they make meaning of their experiences. This course explores a range of development theories that offer insight into the processes of student learning and growth during the college years. Over the course of the semester we will examine how students make meaning of themselves (intrapersonal), other people (intrapersonal), and the world around them (cognitive). Student development theory offers student affairs professionals a framework and understanding when working with college students. There will be special consideration toward how these models can be applied and utilized within higher education. Course objectives include:

- Understanding important theories related to student growth and development in college.
- Understanding the historical theories of student development up to current theory.
- Critically reflect on major theories and how those theories address the changing needs of college students.
- Understand and explain how individual differences such as social class, gender, race, sexual orientation, faith, and ability influence student development.
- Explain how environments and contexts a person is situated influence their development.
- Reflecting on your role as a student affairs professional and developing your own philosophies about student development theory.
- Effectively communicate through online discussion and assignments designed to express your viewpoints.

Contact Information: Although this is an on-line course, I want to make this experience as interactive as possible. Please feel free to contact me if you have any questions about

assignments, material – including readings/ theories/ etc. You can reach me by email, phone, or we can synchronize a time to “meet” on Adobe Connect or Skype.

Essential Learning Outcomes

Knowledge of the Human Cultures and the Physical and Natural World

Students will recall important terminology; differentiate between theories; recognize stages of development; summarize major life events and theories.

Intellectual and Practical Skills

Students will think critically on material; evaluate research articles; synthesize information; engage in written and oral communication.

Personal & Social Responsibility

Students will increase intercultural knowledge; engage in purposeful learning activities.

Integrative Learning

Students will make connections between class material and real life contexts; transfer information beyond the classroom or to future professions.

	Online Discussions	Group Assignments	Personal Paper	Theoretical Framework
Knowledge	★	★	★	★
Skills	★	★	★	★
Responsibility	★	★	★	★
Learning		★	★	★

Course Format

This course is an online course consisting of interactive PowerPoint presentations, article readings, weekly online discussion communities, bi-weekly conference meetings, and assignments.

Course Requirements

Class Participation and Engagement: Regular and active participation is required and expected for optimal learning. As this is an online course, time management and organizational skills are needed to keep up with readings and complete assignments by the due date.

Technology Requirements: This course is delivered in an online format. You are expected to have access to a computer, email, Internet access, Canvas, and the proper equipment for Adobe Connect.

Email Etiquette: When sending an email, please address and sign the email properly. If submitting an assignment, the course name, your name, and the name of the assignment needs to be located in the email or it will not count as submitted.

Missed Assignments & Late Work: Missed assignments and late work will not be accepted unless for a documented reason or if you have spoken to the instructor ahead of time. Assignments are due on the date provided on the schedule, unless noted otherwise by the instructor.

Assignments

Online Discussions: Communication and discussion is an important part of education. Discussion helps us to think critically, challenge our own beliefs, and reflect on the material. Each week we will be reading both the textbook and research articles and as we won't be meeting face-to-face, we will be discussing online (on Canvas) with our classmates to engage in meaningful discussion. For each article and chapter in the textbook, you will be responsible for generating commentary and engaging with fellow students. **If there are weeks with more than 2 articles, you will only be responsible for discussing 2.

On Canvas (I will set up the different threads for each reading every week) you will be expected for each **article and chapter reading to post one discussion question and respond to two of your classmates' questions for each reading** for that week. Questions will need to be posted Friday by 8 pm (to allow your classmates to respond) and responses are due by 11:59 pm on Sunday. Each discussion thread will be worth 5 points for the week (2 for discussion question, 3 for responses) – typically there will be 3 threads per week. To earn full points your discussion question has to be well-thought out and varied (for example it can be a question on the article or a broader question that the article prompted – “Would these findings still hold for sample at a liberal arts school?”, “What other contexts can these findings be applied”, “How would this theory impact your thinking working with current college students?” etc. To earn full points on your responses, you should be thorough and develop your thoughts. Up to 15 points per week.

Group Conference Activities: In addition to the written discussions, every other week you will be “meeting” with others from class to discuss material and work together on assignments. Collaboration is an integral part of education and the work force, and these activities allow you to work together and share ideas. I will assign you to groups (around 3-4) and you will be responsible for setting up your own times to meet. You can choose to “meet” up on Skype, Google +, Adobe Connect, or any other social technology. I understand that many of you are busy and are taking the course to fit into your individual schedules, so these group activities will take no more than an hour to complete. Assignments will range from case-studies, scenarios to discussion questions asking you

to generate examples, real-life situations, and/or application of theories. One person in the group will be responsible for recording your responses and submitting the assignment by Sunday at 11:59 pm. Each assignment is worth 20 points.

Personal Development Paper Part #1: Before we delve into the various theories of student development, you will be reflecting on your own experiences as a college student. Given that we were once undergraduate students (hard to believe sometimes ☺), it's important to reflect on our own development and growth during those years. The assignment offers an opportunity to reflect and, at the end of the semester, see where our development fits within the theories covered. This assignment will be due the first week of class. A prompt with guidelines and expectations will be posted on Canvas. 25 points

Personal Development Paper Part #2 : After learning about theories of student development, you will expand on your original reflection by incorporating theories learned in class to your collegiate experience. You will pick three theories from the course and evaluate how those theories describe your own development. Emphasis is placed on connecting and applying the theories to your own personal experience. This assignment will be 4-5 pages and will be due on the Friday of the last week of class, December 4, at 5 pm. A prompt with guidelines and expectations will be posted on Canvas. 75 points

Personal Theoretical Framework (Final Exam): In lieu of a traditional final exam, I want you to reflect on the theories covered throughout the whole semester. What are the strengths and weaknesses of the theories for current college students? Which do you find relevant? In addition, I want you to develop your own theoretical framework and how that will influence your work with students. Due by 5 pm on Friday, December 11 (finals week). A prompt with guidelines and expectations will be posted on Canvas. 100 points (50 for each part).

Article Discussions: 180

Group Activities: 125

Personal Development Paper #1: 25

Personal Development Paper #2: 75

Personal Theoretical Framework: 100

Total:

A = (93-100%)

A- = (90-92%)

B+ = (85-89%)

B = (80-84%)

C+ = (75-79%)

C = (70-74%)

D+ = (65-69%)

D = (60-65%)

F = (below 59%)

Additional Information

ACADEMIC INTEGRITY: Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood Policy 6.33 Academic Integrity and the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights.

ADA STATEMENT: Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

HEOA Compliance statement: The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

DISCLAIMER: Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

**** Reminder that online discussion posts questions are due every Friday by 8 pm and responses Sunday by 11:59 pm except for week 1 (remember weeks that have more than 2 articles – you are only responsible for discussing 2 of the articles.**

****All assignments due by Sunday, 11:59 pm**

Week	Topic	Reading/ Assignments
Week 1 (August 24-28)	Overview of Course Introductions	**No online discussion **Personal Reflection Part 1 due by Sunday, August 31, 11:59 pm
Week 2 (August 31- September 4)	Understanding and Using Student Development Theory; Foundation of SDT	Evans Ch. 1& 2 Carney-Strange “Constructions of Student Development Across Generations” Coomes & DeBard – “A Generational Approach to Understanding Students” Group Assignment Due
Week 3 (September 7- 11)	Foundational Theories: Psychosocial Identity Development	Evans. Ch.3-4 Kim – “An Alternate Theoretical Model: Examining Psychosocial Identity Development of International Students in the United States” Kodama et al. “An Asian American Perspective on Psychosocial Student Development Theory”
Week 4 (September 14-18)	Intellectual and Ethical Development	Evans Ch. 5 Brown – “Learning Across the Campus: How College Facilitates the Development of Wisdom” Marra & Palmer – “Encouraging Intellectual Growth: Senior Student Profiles” Zhang – “A Comparison of U.S. and Chinese University Students’ Cognitive Development: The Cross-Cultural Applicability of Perry’s Theory” Group Assignment Due
Week 5 (September 21-25)	Moral Development	Evans Ch.6. Mayhew – “Multilevel Examination of the Influence of Institutional Type on Moral Reasoning Development of First Year Students” Mayhew – “Diversity & Moral Reasoning: How Negative Diverse Peer Interactions Affect the Moral Development in Undergraduate Students Knox et al. “Care and Justice Moral Orientation Among African American College Students”
Week 6 (September 28- October 2)	Cognitive Structural, Experiential Learning	Evans Ch.7-8 Pizzolato et al. –“Student development, student learning: Examining the relation between epistemologic development & learning” Pizzolato – “Meaning Making Inside and Outside the Academic Arena: Investigating the Contextuality of Epistemological Development in College Students Group Assignment Due

Week 7 (October 5-9)	Ecological Approaches Self-Authorship	Evans Ch.9 & 10 Moran – “The Role of Contextual Influences on Self-Perceptions of Identity” Wentworth & Peterson – “Crossing the Line: Case Studies of Identity Development in First-Generation Women” Burt & Paysnick “Identity, Stress, and Emotional Problems in Undergraduates” Renn & Arnold – “Reconceptualizing Research on College Student Peer Culture”
Week 8 (October 12-16)	Development of Faith and Spirituality	Evans Ch.11 Holmes – “Applying Student Development Theory to College Student’s Spiritual Beliefs” Bowman & Small – “Do College Students who Identify with a Privileged Religion Experience Greater Spiritual Development? Exploring Individual & Institutional Dynamics” Group Assignment Due
Week 9 (October 19-23)	Transition Theory	Evans Ch.12 Baroody – “Age Related Paradigms” Kirchner – “Supporting Student Veteran Transition to College and Academic Success” Maunder et al. “Listening to Student Voices: Student Researchers Exploring Undergraduate Experiences of University Transition”
Week 10 (October 26-30)	Social Identity Development	Evans Ch.13 No Article Readings for this Week Group Assignment Due
Week 11 (November 2-6)	Racial Identity Development	Evans Ch. 14 Stewart – “Perceptions of Multiple Identities Among Black College Students” Perkins – “Life in Duality: Biracial Identity Development” Renn – “Understanding the Identities of Mixed-Race College Students Through a Developmental Ecology Lens
Week 12 (November 9-13)	Ethnic and Multicultural Identity Development	Evans Ch. 15 & 16 Okagski et al. “American Indian College Students Ethnic Identity and Beliefs about Education” Torres – “Influences on Ethnic Identity Development of Latino College Students in the First Two Years of College” Chavez et al. “Learning to Value the Other: A Framework of Individual Diversity Development” Kawaguchi – “Ethnic Identity Development & Collegiate Experience of Asian Pacific Students” Group Activity (Last Activity)
Week 13 (November 16-20)	Sexual Identity & Gender Development	Evans Ch. 17, 18 Dugan et at. “Commonalities and Differences Among Lesbian, Gay, Bisexual College Students” Stevens – “Understanding Gay Identity Development within the College Environment” Edwards & Jones – “‘Putting My Man Face On’: A Grounded View Theory of College Men’s Gender Identity Development”

		Kooyman – “Hooking Up and Identity of Female College Students”
Week 14 (November 23-27)	Student Affairs practitioner Current Topics in Student Affairs	Readings TBA
Week 15 (November 30 – December 4) – Last Week	Current Topics in Student Affairs	Personal Paper Part #2 Due
Final Exam Week (December 7 – 11)		Final – Theoretical Framework