

**College Student Development Theory**  
**ELP 6620/7620**  
**Department of Educational Leadership & Policy**  
**University of Utah**  
**Syllabus Fall 2009/August 28 Draft**

Day/Time: Thursday, 7:15 to 9:45  
Location: MBH 302

Faculty: Sharon A. Aiken-Wisniewski, PhD  
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Office Location: SSB 450  
Office Hours: By appt. and always welcome

**Message from Sharon**

Welcome to College Student Development Theory! I am excited to spend the Fall 2009 semester with you as we explore the concept of student development within higher education. This course has been designed to engage our group in a conversation that challenges each of us to consider this concept through theories and application on multiple levels. The success of this course in achieving the student learning outcomes will center on respectful dialogue, critical thinking, and personal reflection. I look forward to a challenging exchange for mutual development of our understanding of college student development.

**Course Description**

Student development theory is considered one of the foundations of the student affairs profession. Broadly speaking, student development theory describes how college students construct themselves through the meaning they make of their experiences. More specifically, student development theory describes how students understand themselves and their identity (the intrapersonal or psychological domain of development), their relationships with other people (the interpersonal or sociological domain of development), and the nature of knowledge (the cognitive domain of development). Understanding the development of college students is necessary for designing student affairs practice that is appropriate for students' current ways of making meaning and that provides a context for fostering more complex ways of making meaning.

In this course, we will explore the three domains of student development theory (intrapersonal, interpersonal, and cognitive). We will also consider how the nature of student development is mediated by students' individual differences, such as their gender, race, ethnicity, sexual orientation, as well as the contexts and environments in which students are situated, including contexts we can intentionally create as educators. Finally, we will explore how we can move theory into practice and the complexities that arise with that goal.

### **Required Texts**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. (ISBN-13: 9780787909253)

Torres, V., Howard-Hamilton, M.F., Cooper, D.L. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education*. ASHE-ERIC Higher Education Report: Volume 29, Number 6. San Francisco, CA: Jossey-Bass. (ISBN-13: 9780787963514)

### **Optional Texts that offer some class readings**

Wilson, M.E. & L.E. Wolf-Wendel, Eds. (2005). *ASHE Reader on College Student Development Theory*, Pearson Publishing. Boston, MA: Pearson Custom Publishing. (ISBN-13: 9780536859709)

VandenBos, G.R. (Ed.). (2010). *Publications Manual of the American Psychological Association, 6<sup>th</sup> Edition*. Washington, DC: American Psychological Association.

Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students, Volume 2*. San Francisco, CA: Jossey-Bass.

### **Required Articles**

Other required articles will be provided to the class by instructor. A complete reference list will be provided to the class.

### **Recommended Articles**

TBA from faculty and graduate colleagues

### **Course Objectives (Student Learning Outcomes)**

The ELP Masters Program in Student Affairs Administration guides the student learning outcomes for this course. At the end of this semester, you should be able to:

- (1) identify and explain theories of college student development relating to cognitive, intrapersonal, and interpersonal development
- (2) understand and explain how students' individual differences, such as gender, race, ethnicity, sexual orientation, social class, and ability/disability, mediate development.
- (3) understand and explain how the environments and contexts in which students are situated, including those created by educators, mediate student development.
- (4) identify and explain the strengths and shortcomings of existing theories of student development.
- (5) apply student development theory to educate a diverse population of college students.
- (6) communicate in writing through several writing assignments key concepts and processes within college student development theory.
- (7) communicate orally by presenting information and leading/facilitating discussions.

### **Assignments**

**(Detailed instructions for all assignments will be passed out beyond the synopsis listed below. Graduate level writing and APA style/6<sup>th</sup> edition is required for all assignments.)**

A. Reflection on Your Undergraduate Experience – 50 points

The first assignment for this course is to reflect on your undergraduate experience to identify ways you developed during this period in your life. First, provide your current definition of college student development – what does this concept mean to you? Second address the process of development through your lived experience. Could you identify differences between the day you enrolled in your first class and the day your graduated? Who or what contributed to these differences within your college experience and how did these changes happen? Finally, based on your reflection, are there aspects of your undergraduate experience that did not contribute to your development but should have? If so, explain through example.

B. Facilitation of Weekly Reading – 50 points

In teams of three or four (6620) and two (7620), you will pick a week and facilitate the readings for that week. The expectation is by the end of your facilitation, colleagues understand the concepts in the reading that apply to college student development. Each group will have up to 60 minutes to present. Written documents and Powerpoint slides will be housed on Blackboard Vista/WEB CT.

C. Annotated Bibliography – 60 points

Pick a topic that centers on college student development theory, have it approved by Sharon, and develop an annotated bibliography. (Will include peer review.)

- ❑ Minimum of 10 references (6620) and 15 references (7620) published since 2000 beyond the readings for this course
- ❑ Books, articles in scholarly journals, conference papers (ASHE, AERA, NASPA, NACADA), thesis and dissertations, academic resources on the web

D. Mid-term Exam (100 points)

This course will include a mid-term exam. The exam will require you to explain theories within college student development as well as application.

E. Final Paper: Applying College Student Development Theory (100 points)

The final paper will offer an opportunity to apply theory to the lived experience through selected books and films that highlight students in development. (Will include peer review.)

F. Participation (140 points)

Participation requires not only a presence in the course but also substantive contributions to the topic at hand. Credible participation is offering 4 to 5 comments/inputs that are relevant to the topic at hand and convey comprehension of the material discussed in the reading. Excessive participation that prohibits other colleagues from contributing will count against participation grade.

Also, the faculty member may begin some evenings with a reflective writing on the articles that will be factored into your participation grade for that evening.

### **Assignments**

ASSIGNMENT	MAXIMUM POINTS	DATE DUE
Participation (140 pts.)	10 points/week/participate	Every week
Reflection on your development as a college student	50 points	Sept. 10
Annotated Bibliography	60 points	Oct. 8
Facilitation of readings for one week	50 points	varying
Mid-term Exam	100 points	Nov. 12
Final Paper: Applying College Student Development Theory	100 points	Dec. 3
Students Registered for 7620 will have one additional assignment.	Required (An doctoral student who does not accomplish this will have grade reduced by one letter grade.)	Consult with Sharon no later than Sept. 25 to develop your assignment.

- ❑ No extra credit
- ❑ Missing more than two classes is not allowed. Participation is critical and lack of attendance may impact your final grade.
- ❑ If an assignment is not submitted on Due Date, student will be allowed to turn the paper in within 72 hours but automatically loses one letter grade.
- ❑ If an assignment is not submitted due to illness, student must present documentation from medical professional.

### **Grading Guidelines**

Total points available: 500 points

Grade	Point Range
A (93% or higher)	465 or higher
A-(90 to 92%)	450 to 464
B+ (87 to 89%)	435 to 449
B (83 to 86%)	415 to 434
B- (80 to 82%)	400 to 414
C+ (77 to 79%)	385 to 399
C (73 to 76 %)	365 to 384
C- (70 to 72%)	350 to 364
D+ (67 to 69%)	335 to 349
D (63 to 66%)	315 to 334
D- (60 to 62%)	300 to 314
E (59% or less)	Less than 300

\*\*Tardiness will negatively impact participation grade

## Weekly Topics and Expectations

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENT</b>
Aug. 27	Welcome and Organizing the Learning Experience	
Sept. 3	Theory – Why is it important for the practitioner in higher education?	<ul style="list-style-type: none"> <li>• Evans: pp. 15-30</li> <li>• Wilson: pp. 5-24</li> <li>• Torres: pp. 1-8</li> </ul>
Sept. 10	Psych-Social & Identity <ul style="list-style-type: none"> <li>• Chickering</li> <li>• Josselson</li> <li>• Gender</li> </ul>	<b>Reflection Paper Due</b> <ul style="list-style-type: none"> <li>• Evans: pp. 35-68</li> <li>• Wilson: pp. 181-199; 345-368</li> <li>• Torres: pp. 9-16;76-78</li> </ul>
Sept. 17	Psycho-Social & Identity <ul style="list-style-type: none"> <li>• Race &amp; Ethnic Identity Development</li> </ul>	<ul style="list-style-type: none"> <li>• Evans: pp. 69-88</li> <li>• Wilson: pp. 231-258</li> <li>• Torres: pp. 17 -31</li> </ul>
Sept. 24	Psycho-Social & Identity <ul style="list-style-type: none"> <li>• Race &amp; Ethnic Identity Development</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson: pp. 259-268; 281-344</li> <li>• Torres: pp. 33-63</li> </ul>
Oct. 1	Psycho-Social & Identity <ul style="list-style-type: none"> <li>• Multiracial</li> <li>• LGBTQ</li> </ul>	<ul style="list-style-type: none"> <li>• Evans: pp. 89-106</li> <li>• Wilson: pp. 269-280; 391-430</li> <li>• Torres: pp. 64-66;73-75</li> </ul>
Oct. 8	Cognitive-Structural <ul style="list-style-type: none"> <li>• Perry</li> <li>• Belenky</li> <li>• Baxter Magolda</li> <li>• King &amp; Kitchener</li> </ul>	<b>Annotated Bibliography Due</b> <ul style="list-style-type: none"> <li>• Evans: pp. 123-170</li> <li>• Wilson: pp. 473-482 (Perry)               <ul style="list-style-type: none"> <li>○ Pp. 505-522 (Clinchy)</li> <li>○ Pp. 487-504 (K &amp; K)</li> <li>○ Pp. 101-114 (Baxter)</li> </ul> </li> </ul>
Oct. 15	Fall Break	<b>Have some Fun!</b>
Oct. 22	Typology <ul style="list-style-type: none"> <li>• Holland’s Theory</li> <li>• Kolb</li> </ul>	<ul style="list-style-type: none"> <li>• Evans: 203-242</li> <li>• Additional Reading will be given</li> </ul>
Oct. 29	Cognitive Structural <ul style="list-style-type: none"> <li>• Kohlberg – Moral Dev</li> <li>• Gilligan</li> </ul>	<ul style="list-style-type: none"> <li>• Evans: pp. 171-202</li> <li>• Wilson: pp. 549-568; 577-586</li> </ul>
Nov. 5	Review for Exam/MBTI	• Evans: 243-260
Nov. 12	EXAM	
Nov. 19	Applying Theory to Practice <ul style="list-style-type: none"> <li>• Film</li> </ul>	<ul style="list-style-type: none"> <li>• Wilson: 431-468</li> <li>• Torres: 79-100</li> </ul>
Nov. 26	Thanksgiving Break	<b>Have Some Fun!</b>
Dec. 3	Applying Theory to Practice <ul style="list-style-type: none"> <li>• Panel</li> <li>• Discuss Exam</li> </ul>	<b>Final Paper Due</b> <ul style="list-style-type: none"> <li>• Evans: pp. 261-292</li> <li>• Wilson: pp. 635-654</li> </ul>
Dec. 10	Applying Theory to Practice	• Pascarella & Terenzini –

	(Book for final paper will be part of the discussion.)	Implications pp. 627-650 • Wilson: pp. 663-676
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**ADA Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. ([www.hr.utah.edu/ceo/ada/guide/faculty/](http://www.hr.utah.edu/ceo/ada/guide/faculty/))

**Faculty and Student Responsibilities**

All students are expected to maintain professional behavior in the classroom setting, according to Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Student should read the Code carefully and know that are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

**Plagiarism** will result in failing the assignment.

Student code defines plagiarism as: the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression. (Student Code: B-2-c and found at <http://www.regulations.utah.edu/academics/6-400.html>)

Your professor may elect to use a plagiarism detection service in this course, in which case you will be required to submit your paper to such a service as part of your assignment.

**Classroom Interaction**

Please refrain from cell phone use, text messaging, e-mailing or other activities that will disengage you from our dialogue. All participants have a responsibility to contribute to the conversation and activities as well as be respectful of the experiences of other colleagues in this course.

Participation and appropriate interaction is part of your grade. Your compliance is greatly appreciated. Students are encouraged to speak to me if challenges or concerns need to be addressed.

***Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.***