

CSAS 503—Student Development in College

Overview of Course

Administrative and teaching effectiveness in postsecondary educational settings is largely dependent upon one's familiarity with and appreciation for the unique developmental needs of students. Student outcomes can be significantly enhanced when programs, services, curricula, and pedagogical techniques are designed by those who understand and intentionally apply appropriate theoretical frameworks to their work. Exposure to student development theory is essential in the academic preparation of postsecondary administrators and faculty, as students unarguably should be the primary focus of current and future efforts in higher education. To this end, theories that have emerged from years of research on college students will be reviewed and discussed in this course, with the ultimate goal of inspiring class members to become more reflective and intentional facilitators of environments and experiences that offer healthy, constructive developmental opportunities for all students on college and university campuses.

Course Goals and Projected Outcomes

- This course will help satisfy all CSA Program Learning Outcomes associated with Student Development and Outcomes. Additionally, the course will cover information that may be useful in the achievement of other program outcomes (i.e., Professional Competencies, Inter- & Intra-personal Skills, Commitment to and Understanding of Social Justice Issues, and Research & Assessment).
- Specifically, this course will help students:
 - Develop an understanding of major theories and existing research on college student development and learning.
 - Understand the developmental needs and issues of current undergraduate students.
 - Become informed critics of existing theories.
 - Apply student development and learning theories to create educational programs.
 - Effectively communicate in a language that is shared among practitioners and administrators who have been exposed to classic and emerging developmental theories in higher education.
 - Become aware of the ways in which institutional environments and experiences facilitate and stifle development and learning among diverse groups of postsecondary learners, laying the foundation for further CSA coursework.
 - Make meaningful connections between theory, practice, and research.
 - Understand and appreciate the ways in which development and learning theories enhance administrative and pedagogical effectiveness in higher education.

1) Introduction, Course Overview, & Review of Syllabus

NASPA & ACPA (2004). Learning reconsidered: A campus-wide focus on the student experience.

2) Historical Perspectives on Student Development

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. **Read chapter 1**

The Student Personnel Point of View (1937). *In Points of View*. Washington, DC: National Association of Student Personnel Administrators.

The Student Personnel Point of View (1949). *In Points of View*. Washington, DC: National Association of Student Personnel Administrators.

American College Personnel Association (1975). A student development model for student affairs in tomorrow's higher education. *Journal of College Student Personnel*, 16(4), 334-341.

Evans, N. J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development*, 42, 359-377.

Strange, C. S. (1999). Student development: The evolution and status of an essential idea. *Journal of College Student Development*, 40(5), 587-598.

3) Understanding and Using Student Development Theory

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. **Read chapters 2**

Parker, C. A. (1977). On modeling reality. *Journal of College Student Personnel*, 18, 419-425.

King, P. M. (1994). Theories of college student development: Sequences and consequences. *Journal of College Student Development*, 35(6), 414-421.

4) Learning in Student Affairs

ACPA (1996). The student learning imperative: Implications for student affairs. *Journal of College Student Development*, 37, 118-122.

Stage, F. K. (1996). Setting the context: Psychological theories of learning. *Journal of College Student Development*, 37, 227-235.

Silverman, S. L., & Casazza, M. E. (2000). Learning and Development: Making Connections to Enhance Teaching. San Francisco: Jossey-Bass. **Read Chapter 1; and Chapters 5-10 (as assigned).**

Strauss, S., (1993). Theories of learning and development for academics and educators. *Educational Psychologist*, 28, 191-203.

Kuh, G. D. (1996). Guiding principles for creating seamless learning environments for undergraduates. *Journal of College Student Development*, 37, 135-148.

Schroeder, C. C., & Hurst, J. C. (1996). Designing learning environments that integrate curricular and cocurricular experiences. *Journal of College Student Development*, 37, 174-181.

Stage, F. K. (1996). Setting the context: Psychological theories of learning. *Journal of College Student Development*, 37(2), 226-235.

Reason, R. D., & Renn, K. A. (2008, November). *Why quibble over learning and development?* Paper presented at the Annual Meeting of the Association for the Study of Higher Education. Jacksonville, FL.

5) Introduction to Psychosocial Development

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. **Read chapters 3 & 4.**

McEwen, M. K., Roper, L. D., Bryant, D. R., & Langa, M. J. (1990). Incorporating the development of African-American students into psychosocial theories of student development. *Journal of College Student Development*, 31(5), 429-36.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. **Read Chapter 5 & 6.**

King, P. M., & Baxter, M. B. B. (2005). A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-92.

6) Racial Identity Development

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. **Read chapter 5 (pp. 69-88).**

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: Vol. 29, No. 6. San Francisco: Jossey-Bass.

Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial development theory. In M. K. McEwen, C. M. Kodama, A. N. Alvarez, S. Lee, & C. T. H. Liang (eds.), *Working with Asian American college students* (pp. 45-60). New Directions for Student Services, no 97. San Francisco: Jossey-Bass.

Gallagher, Charles A. 1994. White reconstruction in the university. *Socialist Review* 24, 165-87.

Ortiz, A. M., & Rhoads, R. A. (2000). Deconstructing Whiteness as part of a multicultural educational framework: From theory to practice. *Journal of College Student Development*, 41(1), 81-93.

7) Gender & Sexual Identity Development

Davis, T. L. (2002). Voices of gender role conflict: The social construction of college men's identity. *Journal of College Student Development*, 43(4), 508-21.

Downing, N. E., & Roush, K. L. (1985). From passive acceptance to active commitment: A model of feminist identity development for Women. *Counseling Psychologist*, 13(4), 695-709.

Carter, K. A. (2000). Transgenderism and college students: Issues of gender identity and its role on our campuses. In V.A. Wall and N. J. Evans (Eds.), *Toward acceptance: Sexual orientation issues on campus*.

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass. **Read chapter 6 (pp. 89-106).**

8) Cognitive/Structural Development

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass. **Read chapters 8-12.**

King, P. M., & Magolda, M. B. (1996). A developmental perspective on learning. *Journal of College Student Development*, 37(2), 163-73.

Love, P. G. & Guthrie, V. L. (1999). *Understanding and Applying Cognitive Development Theory: New Directions for Student Services*. 88. San Francisco: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. **Read Chapter 7.**

9) Spiritual Development

Astin, A.W. (2004). Why Spirituality Deserves a Central Place in Liberal Education. *Liberal Education*, 90(2), pp. 34-41.

Lindholm, J. A. (forthcoming). Spirituality and the academy: Perspectives and possibilities. *About Campus*

Love, P. G. (2001). Spirituality and student development: Theoretical connections. In. M. A. Jablonski (ed.), *The Implications of Student Spirituality for Student Affairs Practice* (pp. 7-16). *New Directions for Student Services*, no. 95. San Francisco: Jossey-Bass.

Dalton, J. C. (2001). Career and calling: Finding a place for the spirit in work and community. In. M. A. Jablonski (ed.), *The Implications of Student Spirituality for Student Affairs Practice* (pp. 17-26). *New Directions for Student Services*, no. 95. San Francisco: Jossey-Bass.

Clark, R. T. (2001). The law and Spirituality: How the law supports and limits expression of spirituality on the college campus. In. M. A. Jablonski (ed.), *The Implications of Student Spirituality for Student Affairs Practice* (pp. 37-46). *New Directions for Student Services*, no. 95. San Francisco: Jossey-Bass.

10) Integrated perspectives on learning and development

Abes, E. S., Jones, S. R., McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, 48(1), 1-22.

Baxter Magolda, M. B. (2002). Helping students make their way to adulthood: Good company for the journey. *About Campus*, 6(6), 2-9.

King, P. M., & Baxter Magolda M. B. A developmental model of intercultural maturity. *Journal of College Student Development*, 46(6), 571-92.

Tanaka, G. (2002). Higher education's self-reflexive turn: Toward an intercultural theory of student development. *Journal of Higher Education*, 73(2), 263-96.

11) Moral Identity Development

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Student development in college: Theory, research, and practice. San Francisco, CA: Jossey-Bass. **Read chapters 10-11.**

Kohlberg, L. (2005). Moral stages and moralization: The cognitive-developmental approach. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 549-568). Boston: Pearson Custom Publishing. (Reprinted from *The psychology of moral development: Essays on moral development* (vol. 2), by L. Kohlberg, 1984, Lawrence Erlbaum Associates, Inc.)

Gilligan, C., & Attanucci, J. (2005). Two moral orientations. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 569-576). Boston: Pearson Custom Publishing. (Reprinted from *Mapping the moral domain*, by C. Gilligan, J. V. Ward, & J. M. Taylor, Eds., 1988, Harvard University Press)

King, P. M., & Mayhew, M. J. (2005). Moral judgment development in higher education: Insights from the defining issues test. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 587-603). Boston: Pearson Custom Publishing. (Reprinted from *Journal of Moral Education*, 31, 2002)

Required Texts

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
ISBN: 1433803097
- Evans, N. J., Forney, D. E., Guido, F., Patton, L.D., & Renn, K.A. (2010). *Student development in college: Theory, research, and practice* (2nd ed). San Francisco: Jossey-Bass.
ISBN: 9780787978099
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass
ISBN: 0787910449