PENNSTATE
1855

CSA 503: College Student Development

Thursday 6:00PM – 9:00PM
403 Rackley Building
Spring 2012

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Office Hours by Appointment   Office Hours by Appointment

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 and employers 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.

o Make meaningful connections between theory, practice, and research.
o Understand and appreciate the ways in which development and learning theories enhance administrative and pedagogical effectiveness in higher education.

Required Texts

- American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

- Evans, N. J., Forney, D. E., & Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*.* San Francisco: Jossey-Bass.

- All readings that are posted on ANGEL & distributed in class. *Please note that some optional readings that are not assigned have also been posted on ANGEL.*

Classroom Discussions

Classroom discussion, reflection, and sharing will be an integral aspect of this course. Therefore, your thoughtful contributions to and engagement in classroom discussions will be reflected in your final grade. Full participation requires students come to class with all readings and assignments completed. This will afford students the opportunity to integrate their experiences and viewpoints with the selected course topics. The topics covered in this course will likely stimulate various perspectives. Therefore, students should be prepared to effectively organize and clearly articulate their viewpoints. Students are expected and encouraged to critically analyze all perspectives presented in this class. Debate and disagreement are welcomed and encouraged; however, respect for fellow colleagues' perspectives and experiences is expected.

Assignments

Initial Reflection Paper	0%	Due January 27th
Small Group Presentation of Theory	20%	Due February 3nd
Original Readings	30%	Varies
Theory Application Assignment	40%	Due April 13th
Integrative Reflection Paper	10%	Due April 27th

All assignments are due to the ANGEL dropbox by 11:55PM the Friday following class.

Grading Scale

A = 94-100	A- = 90-93	B+ = 87-89	B = 84-86
B- = 80-83	C+ = 77-79	C = 74-76	C- = 70-73
D = 69-60	F = 59 & Below		

*Note Regarding Letter Grades:
Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

Deferred Grades

Deferred grades (DFs), otherwise known as "Incompletes," are highly discouraged and will be considered only in the most extreme circumstances. The University Graduate School Policy 48-40 on DFs is as follows:

> If, for reasons beyond the student's control, a student is prevented from completing a course within the prescribed time, the grade in that course may be deferred with the concurrence of the instructor. Under emergency conditions during which the instructor is unavailable, authorization is required from the dean of the college in which the student is enrolled. Permission for filing a deferred grade should be requested by the student before the beginning of the final examination period. The period during which a grade may be deferred shall not extend, without further approval of the dean of the college, beyond the end of the sixth week of the next semester in which the University is in session. A deferred grade that is not changed to a passing grade by the instructor before the end of this period automatically becomes an F.

Academic Integrity

All students are expected to act with civility and personal integrity; respect other students' dignity, rights, and property; and help create and maintain an environment in which all can succeed through the fruits of their own efforts. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty violate the fundamental ethical principles of the university community and compromise the worth of work completed by others. Students charged with a breach of academic integrity will receive due process and, if the charge is found valid, academic sanctions may range, depending on the severity of the offense, from F for the assignment to F for the course.

Students with Disabilities

The Pennsylvania State University is committed to providing access to a quality education for all students, including those with documented disabilities. If a student has a disability and wants to request an accommodation for a course, it is the responsibility of the student to first obtain a university accommodation letter confirming the disability and suggesting appropriate remedies. This letter can be obtained from the Penn State Office for Disability Services or the campus Disability Contact Liaisons. It is encouraged that students request their accommodation need early in the semester, and once identified, a reasonable accommodation will be implemented in a timely manner. Students may also access the web site for the Office of Disability Services at University Park: www.equity.psu.edu/ods/. The office is located in 116 Boucke Building, and is open from 8am-5pm, Monday through Friday. Their phone number is (814) 863-1807.

<u>**Weekly Assigned Readings**</u>

Session 1: January 12 - Introduction, Course Overview, & Historical Perspectives

Smith, M. K. (2003, 2009). Communities of practice *The Encyclopedia of Informal Education*. Retrieved from www.infed.org/biblio/communities_of_practice.htm

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass. **Chapter 1.**

Evans, N. J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development. 42*(4), 359-377.

Strange, C. S. (1994). Student development: The evolution and status of an essential idea. *Journal of College Student Development, 35*(6), 587-598.

Supplemental/Recommended Readings

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.

Wenger, E. (1999). *Communities of practice: Learning, meaning, and identity*. New York, N.Y.: Cambridge University Press. **Intro, Chapter 10, & Chapter 12.**

Session 2: January 19 - Understanding and Using Student Development Theory

Kezar, A. (2006). To use or not to use theory: Is that the question? In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (Vol. XXI, pp. 283-344). Norwell, MA: Springer.

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass. **Chapter 2.**

Parker, C. A. (1977). On modeling reality. *Journal of College Student Personnel, 18*, 419-25.

King, P. M. (1994). Theories of college student development: Sequences and consequences. *Journal of College Student Development, 35*, 414-21.

Session 3: January 26 - Psychosocial Theories
Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass. **Read chapters 3 & 4.**

CHOOSE ONE:

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

     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.

Session 4: February 2 - Cognitive/Structural Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass. **Read chapters 5 & 7.**

Love, P. G. & Guthrie, V. L. (1999). Understanding and Applying Cognitive Development Theory: New Directions for Student Services. 88. San Francisco: Jossey-Bass. **All Read: Authors' Notes; Influences of Cognitive Development; Synthesis. As assigned: Belenky et al.; Baxter Magolda; King & Kitchener; and Kegan.**

Session 5: February 9 – Social Identity Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: Jossey-Bass. **Chapter 13.**

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.

Torres, V., Howard-Hamilton, M. F., & Cooper, E. L. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education* (ASHE-ERIC Higher Education Report, v. 29(6)). San Francisco: Jossey-Bass. **Read pp. 1-31.**

Torres, V., Jones, S. R., & Renn, K. A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. *Journal of College Student Development, 50*, 577-596.

Session 6: February 16 – Racial and Ethnic Identity Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*.* San Francisco: Jossey-Bass. **Chapters 14, 15, & 16.**

Torres, V., Howard-Hamilton, M. F., & Cooper, E. L. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education* (ASHE-ERIC Higher Education Report, v. 29(6)). San Francisco: Jossey-Bass. **Read pp. 33-66.**

Patton, L. D., McEwen, M., Rendon, L., & Howard-Hamilton, M. (2007). Critical race perspectives on theory in student affairs. In. S. R. Harper and L. D. Patton (eds.), *Responding to the realities of race on campus*. New Directions for Student Services, no. 120. San Francisco: Jossey-Bass.

No Class – February 23 – Interview Weekend

Session 7: March 1– Sexuality and Gender Identity Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*.* San Francisco: Jossey-Bass. **Chapters 17 & 18.**

Torres, V., Howard-Hamilton, M. F., & Cooper, E. L. (2003). *Identity development of diverse populations: Implications for teaching and administration in higher education* (ASHE-ERIC Higher Education Report, v. 29(6)). San Francisco: Jossey-Bass. **Read pp. 67-78.**

Beemyn, G., & Rankin, S. R. (2011). *The Lives of Transgender People*. New York, NY: Columbia University Press. **Chapter 4.**

No Class: March 8– Spring Break

Session 8: March 15– Spiritual Identity Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*. San Francisco: Jossey-Bass. **Chapter 11.**

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

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.

Another reading TBA.

Supplemental/Recommended Readings

Lindholm, J. A. (2007). Spirituality and the academy: Perspectives and possibilities. *About Campus*, 12(4), 10-17.

Session 9: March 22- Moral Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*. San Francisco: Jossey-Bass. **Read chapter 6.**

King, P. M., (2009). Principles of development and change underlying theories of cognitive and moral development. *Journal of College Student Development, 50*, 597-620.

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)

Session 10: March 29– Learning and/or Development?

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.

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.

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

Session 11: April 5 - Integrated Perspectives on Learning and Development

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*.* San Francisco: Jossey-Bass. **Chapters 9, 10 & 12.**

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

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

Session 12: April 12 – Generational Perspectives and Emerging Adulthood

Coomes, M. D., & DeBard, R. (2004). A generational approach to understanding students. *New Directions for Student Services, 106*, 5-16.

Arnett, J. J. (2007). Emerging adulthood: What is it, and what is it good for? *Child Development Perspectives, 1*(2), 68-73

Hendry, L. B. (2007). Conceptualizing emerging adulthood: Inspecting the emperor's new clothes. *Child Development Perspectives***,** *1*(2), 74-79.

Arnet, J. J. (2007). Emerging adulthood, a 21st century theory: A Rejoinder to Hendry and Kloep. *Child Development Perspectives***,** *1*(2), 80-82.

Tanner, J. L., & Arnett, J. J. (2009). The emergence of 'emerging adulthood:' The new life stage between adolescence and young adulthood. In A. Furlong (Ed.), *Handbook of youth and young adulthood: New perspectives and agendas* (pp. 39-45). New York: Routledge.

Supplemental/Recommended Readings

Arnett, J. J. (2000). Emerging adulthood: A theory of development form the late teens through the twenties. *American Psychologist, 55*, 469-480.

Session 13: April 19 - Future Developments in Student Development

Readings TBA

Session 14: April 26 – Debriefing & Course Review

Evans, N. J., Forney, D. E., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.)*.* San Francisco: Jossey-Bass. **Chapters 19 & 20.**

Evans, N. J., Forney, D. S., & Guido-DiBrito, F. (1998). Using student development theory *Student development in college: Theory, research, and practice* (pp. 15 - 34). San Francisco, CA: Jossey-Bass.

Kezar, A. (2006). To use or not to use theory: Is that the question? In J. C. Smart (Ed.), *Higher Education: Handbook of Theory and Research* (Vol. XXI, pp. 283-344). Norwell, MA: Springer.