EDH 6047: Theory of College Student Development

Instructor
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Office Hours
Dates and Times:
  Tuesday 1:00 PM – 3:00 PM (Office)
  Thursdays 8:30 PM – 9:30 PM (Classroom Bldg 1, Rm 112)
  By appointment

Course Rationale and Description
The Council for the Advancement of Standards in Higher Education (CAS) requires Student Affairs Administration Preparation Programs to include in the curriculum Professional Studies. This area must include studies of basic knowledge for practice and encompasses five related areas of study. One of these areas is student development theory. This component must include studies of student development theories and related research relevant to students’ growth in the areas of intellectual, moral, ego, psychological, career, and spiritual development, racial, cultural, and ethnic identity; sexual identity, and learning styles…and person-environment theories relative to student age, gender, ethnicity, race, culture, sexual orientation, disability, religion, and resident/commuter status (CAS, 1997, p. 185).

Required Texts


Highly Recommended Texts

Turnitin.com (Requirement for your Personal Theory of Student Development Assignment & Program Assessment Strategy)

In this course we will utilize turnitin.com, an automated system that instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit Program Assessment Strategy Summary and Personal Theory of Student Development paper in both hard copy and electronic format. After the assignment is processed, as an instructor I receive a report ('an index') from turnitin.com that states if and how another author's work was used in the assignment. These indices do not reflect Turnitin's assessment of whether a paper has or has not been plagiarized. Originality Reports are simply a tool to help find sources that contain text similar to submitted papers. The decision to deem any work plagiarized must be made carefully, and only after in depth examination of both the submitted paper and suspect sources in accordance with the standards of the class and institution where the paper was submitted. Note the expectations regarding the expected Originality Index for different assignments throughout this class.

For a more detailed look at this process, including training on how to use this system visit http://www.turnitin.com

The ID number for this class is ___________________

The Class Enrollment password is ____________________

Internet Usage

You will be expected to have daily access to the Internet and email, since I will be emailing you about assignment updates, additions and changes. If you do not have an UCF email account, get one now! If you do not own a computer, there are computer accessible to you in all UCF's computer labs, and most computer labs have computers connected to the Internet. For further information on computer labs, please see the following website: http://registrar.sdes.ucf.edu/webguide/index_quickfind.aspx.

Course Objectives

Cognitive: Become familiar with the major theories of human development focusing on concepts related to identity, cognition and typology.

Affective: Have an increased appreciation for the importance and usefulness of development theory in working with college students. - Be sensitive to the importance of creating positive environments that facilitate holistic development.

Behavioral: Be able to critically analyze theory and able to appropriately apply the analyses to college students.

Course Organization: Highly recommend organizing course assignments/materials into a large 3-ring binder. The binder will serve as your course portfolio and will be beneficial to you when preparing for midterm, final, and comprehensive exams. Suggested tabs:

I. My Personal Learning and Development Experience
   a. Personal Theory of Student Development
   b. Reflective Assignments

II. Developmental Theories (4 Clusters)
   a. psychosocial –Erikson, Marcia,
      i. Chickering 7 Vectors
   b. cognitive-structural—Piaget
      i. Intellectual & Ethical Development—Perry
      ii. Reflective Judgement—King & Kitchener
iii. Epistemological Reflection – Baxter Magolda
iv. Theory of Moral Development—Kohlberg, Gilligan
c. typological – Holland, Kolb, Gardner
   i. Vocational – Holland
   ii. Learning Styles and Experiential Learning–Kolb
   iii. Multiple Intelligence--Gardner
d. person-environment interaction (4 Categories)— in depth coverage in Retention
   i. Physical
   ii. Human Aggregate
   iii. Organizational Environmental
   iv. Constructed Environments
e. Commonalities (Developmental Theories)

III. College Impact Models—3 Elements (Student, Structural & Organizational, Environmental)—in depth in Retention
a. Involvement—Astin (I-E-O)
b. Student Departure—Tinto
c. General model for Assessing Change—Pascarella
d. Model of Undergraduate Socialization—Weidman
e. Commonalities (Impact Models)

IV. Program Assessment Strategies (Functional Areas)

V. Resources
   a. Theories/Conceptual Frameworks
   b. Scholarly Research
   c. Assessment Tools
   d. Reflective Assignments

Course Requirements

1. Completion of reflective assignments, reading quizzes and participation in class discussion and activities (50 points)– This is a graduate level course. You are responsible for completing the required readings in advance of the designated class session. You will be expected to contribute actively and positively. Active and positive engagement in class is one means of learning new material and of considering your professional and intellectual position with regard to those ideas and concepts. Note that you are responsible for assigned material NOT discussed in class.

Jung/Myers-Briggs Typology Test – There is much to be gained by appreciating how different or similar we are vis a vis some of the theories we will be discussing this semester. Academic conceptualizations are better understood when intellectual and emotional modes for making sense of your world are integrated. One of the first steps toward being able to understand the significance of some of the issues related to college student development is to become better acquainted with your own development, identity, personality and/or character. Some have argued that the 'best way to determine your traits of character is the watch what you actually do from time to time and in place to place and in different company (Kersey). Since self-examination is quite unfamiliar to most of us and this is not a psychotherapeutic group experience, there is a device online, free of charge, easy to take, automatically scored, and above all it is related to the topic of discussion in one of your assigned readings. Therefore, go to http://humanmetrics.com/cgi-win/JTypes1.htm and answer the Jung Typology Test (Press/Enter: DO IT). Bring to class the page with your results. Disclaimer: This exercise is perfunctory and is not intended to be used as a clinical tool.
Evaluation Criteria (35 points reflections/ 15 points general). The following are examples of factors we will consider when

**evaluating your active and positive engagement:** interesting and insightful comments; presenting good examples of concepts being discussed; building on the comments of others, posing good questions; being sensitive to your level of participation and making attempts to increase or decrease it, if necessary; aware of the impact of your comments; attending all class meetings; and being on time.

**evaluating your reflective assignments:** Becoming a reflective learner is important toward becoming an effective and caring student affairs professional. Evaluation will be based on Clarity, Relevance, Analysis, Interconnections, and Self-criticism. See Assessment Rubric for Student Reflections

**evaluating Jung/Myers-Briggs Typology Assignment**
You will be evaluated according to your ability to relate your results to class discussion(s). For example, in comparing a given theory with the results of your test, what variables should you be aware as a supervisor, co-worker, student, administrator or staff? What other questions, do you think may be relevant…?

2. **Lead Discussant (50 points):** Each one of us come to class cognizant about the unique and privileged opportunity to do graduate work. At this juncture of our lives we do not come here tabula rasa but rich in our experiences and eager to learn in an environment that respects formal and informal learning and the general principles of independent adult learning. This assignment provides the opportunity for you to find out about the development of students as they experience it and to compare students’ perceptions and experiences with aspects of the theories you are studying and the experiences of others as reflected in your readings. You should be prepared to respond to questions from the class and distribute handouts on your assigned reading(s) that reflect critical understanding of the reading(s).

   **Evaluation Criteria:** You will be evaluated on your ability to discuss theoretical concepts such as the major research issues, implications for practice, and future areas to be investigated. In addition, I will evaluate the quality and usefulness of your summary/handouts. The Summary handouts should reflect Knefelkamp’s (cited in Evans, et al, 2010, p. 24) questions for evaluating theory and your understanding of theory as social construction based on Sampson’s challenges and six ways Student Affairs professionals need to consider and examine theory (cited in Komives, 2003, pp. 172-173).

3. **Program Assessment Strategy: From theory to practice (TTP) Portfolio (100 points):** There will be teams of students discussing developmental and learning theories in relation to program development, implementation, and assessment. Each team will provide an assessment strategy for a program for an assigned student affairs functional area.

   The team will have 30 minutes to present its program assessment strategy. Program assessment strategy and presentation will be evaluated on the following:
   * components of an effective program assessment strategy; overview of institution, mission, student demographics, student learning mapping, student learning outcome statements and measures
   * summary of the theory/theories related to the assessment strategy;
   * identified issues/concerns for program and effective student learning outcome strategies
   * identified assessment instruments/tools, accompanied by summative statement of application to theory;
   * provides programming resources for development and implementation
   * provides appropriate artifacts and examples

   In addition, I will evaluate the quality and usefulness of your handouts, and the equitable distribution of work among the participants. Organization, clarity, Interconnections of allotted time and creativity in illustrating the assessment strategy will be evaluated.
4. Personal Theory of Student Development (25 points) – Generalizations about our observations serve to make sense of your daily experience. With time, these generalizations become refined understanding of the way people and events interact. Simply put, we develop personal theories about our world and life. In other words, your own personal understanding or theory of what it means to be a college student will influence your work with students. This task will be considered part of your final examination.

Often, in jobs interviews, we may be asked to present our theory on student development in college. The goal of this assignment is to develop your own personal theory of student development suitable for an answer to just such an interview question.

Your Personal Statement should address the following: Under what group of theories would you categorize it? What are the parameters of it (e.g., age, race, gender, etc.)? What are the central developmental tasks? What obstacles may interfere with the development of your college student? What assessment techniques could be used to evaluate your theory? What role does Student Affairs/Development play in the achievement of the development of students vis a vis your theory? What are some possible criticisms of your theory?

The evaluation of your personal theory will be based on Knefelkamp’s questions for evaluating theory (cited in Evans, et al, 2010, p. 24) and an understanding of theory as social construction based on Sampson’s challenges and six ways Student Affairs professionals need to consider and examine theory (cited in Komives, 2003, pp. 172-173).

5. Completion of an in-class midterm (50 points); and

6. Final examination (75 points)

Translation of points

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<tr>
<td>A</td>
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Reasonable accommodation policy
Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate the educational experience.

Student Code
Make sure that you understand that the Student Code is applicable at the graduate level. Issues of academic integrity and honor must guide your studies. For a copy of the Code please see the UCF web page.

Recognition
This course syllabus has been adapted from the work of Dr. Rosa Cintron-Delgado.

*How to read a novel by George P. Landow*

1. Point and view and narrative technique

One useful way to approach a novel involves asking yourself as you read, "Who's telling the story?" Once you’ve determined that the novel seems to be told by either a first- or third-person narrator, next decide if this narrator knows absolutely everything about the story and its characters or only some of the things we want (and need) to know. Is the narrator, in other words, an omniscient or a limited narrator? One characteristic of an omniscient narrator is that such a story-teller, unlike any human being who has ever lived, knows what's going on inside the mind of other people (or at least other characters).

2. Plot and narrative structure
Plot is what happens in a story, and structure is the order in which the novel presents the plot. Plot and structure converge almost completely in novels that start at the chronological beginning and progress to the end. Every plot and every story has an end as well as a beginning. What effects does the ending have on the way we read a novel or other story?

3. Setting

Where does the action take place? In reading a novel, one almost always learns pretty quickly in what place and time the story unfolds — in other words, where in time and space the story "is set."

Chronological setting: What does setting a novel several decades earlier than the time of its writing and publication imply? How is setting a story three or four decades back different from setting it three or five centuries earlier?

Place: Although placement in time is obviously very important, many discussions of setting tend to focus on place and on those techniques, such as description and allusion to verifiable facts, that create setting. As you read a work of fiction consider if the author just informs us that the action happens in a specific real place (Manchester), a fictional one (Milton), or merely a general place (an industrial city in the north). Does the novel describe landscape, cities, and interiors in great detail? What does each approach imply about the writer's attitude toward reality (or "the world")? What is the relation of a particular setting to a novel's main characters, and can you imagine them in a different setting.

4. Characterization

When you think of it, one of the strangest things about fiction is that authors can make us react to a bunch of words as if they were a real person. These assemblages of language can make us laugh or cry, get us angry or indignant, and even occasionally treat them as more important to us than people we know. The various techniques that create this powerful illusion of a person make up what we call characterization. Here are some of the more important of these literary devices:

- physical description — telling us what the character looks like
- dialogue — what the character says
- physical actions — what the character does (particularly in relation to what he or she says or thinks.)
- thoughts, or mental actions — the character's inner life, what the character thinks
- judgment by others — what other characters say and think about this fictional person
- the narrator's judgment — what narrator tells us about the character
- the author's judgment — what the author thinks of the character (sometimes difficult to determine until late in the narrative)

5. Theme vs. Subject

We frequently use the terms theme and subject interchangeably, but one of my teachers in college used to urge us to distinguish between the two as a useful means of discussing works of fiction: in his usage subject is the general topic or topics the book implicitly discusses, such as, for example, "the condition of the working classes" or "the relations of manufacturers and mill workers." In contrast, theme is what the novel implies we should think about such subjects; it's what the book means. You'll notice that using the word theme in this way also requires using the word that, as in "the subject of the work-in-question is nature," but "this work shows [argues/demonstrates/implies] that nature is cruel." The use of that, in other words, makes one take a stand and state what one believes a text to mean.
6. The relationship of the novel and EDH 6047, The college community and the student

Some place in the internet I read that Noam Chomsky (do you know who he is?) said: “We will always learn more about human life and human personality from novels than from scientific psychology.” Because I partly agree with this statement I have selected two novels for this class. I believe that as you read fiction you may understand a little more the experiences of ‘the other’ in a context that is non-threatening and where you can feel some emotions (e.g., empathy, dislike, anger, laughter) without having to explain yourself to another real human being. Sure, you may need to explain these emotions in class but neither you nor I own the agent provocateur of the action or emotion: his or her intellect or heart. These novels serve to illustrate a reality of college, among many other realities. They also illustrate an informal theory connecting the college environment to college students to experiences to values and back to an informal theory.

As you read the novels remember these other questions:

In what way is the context of American colleges and universities portrayed? Similar or different from your undergraduate years and/or graduate studies?

What words did you look up in the dictionary?

In what ways, does the novel inform your own theory on how students develop in college?

What is the author’s theory on how students develop in college?

What is not said about the college context or college students that is critical in applying theory ‘x’ or ‘y’ being discussed in class?

What concepts have you learned in other classes in our Program that are illustrated in the novel?

To what degree, is the context more real than fiction or vice versa?

In what way the theory assigned for today’s session applies to the characters in the novel?

What other relevant questions should you ask?

*adapted from Dr. Rosa Cintron-Delgado, EDH 6047: The College Community and the Student (Spring 2009)
EDH 6047: Theory of College Student Development
Course Schedule, Spring 2010

Evans et al (E) = Student Development in College
Harper et al (S) = Student Engagement in Higher Education
SR = The Small Room by Mary Sarton
LR2 = Learning Reconsidered 2 by Keeling and Associates
Komives (K) = Student Services

Session 1
1/13

Course Overview:
Review Principles of Good Practice for Student Affairs: refer to link below
http://www.naspa.org/career/goodprac.cfm
E = Ch. 1-3 (inclusive)

Additional Readings & Resources
K = Ch. 8 (The Nature and Uses of Theory); Ch. 9 (Psychosocial, Cognitive, and Typological Perspectives on Student Development)

In class Exercise: “Who Am I”? -- Jung/Myers-Briggs Typology Test

Assignment Due Session 2: Response to the Myers Briggs to student development theory

MAS = Review Komives (Theory, & Research), Harper = Ch. 6 (Transforming physical spaces) and Diversity Wheel Exercise and E = Part 4: Ch. 13 (Social Identity Concepts and Overview): Revirew P&T Ch. 2, power point on typologies — see ASHE Reader.

Session 2
1/20

Due: Response to the Myers Briggs to student development theory
SR = Ch. 1-5 (inclusive)

Additional Readings & Resources:
K = Ch. 5 (Philosophies and Values Guiding the Student Affairs); Ch. 6 (Ethical Standards and Principles; Ch. 13 (Dynamics of Campus Environments); Ch. 21 (Teaching); and “Resources” pp. 665-685;

Reflective Assignment #1: What is my role as a student affairs professional? How will my “experience” impact my role as student affairs professional educator? How is the relation between student affairs professional and student similar/dissimilar to that of teacher and student?

MAS = Discussion of Small Room “What does it mean to be an educator?” and Selection of TTP Teams;

Session 3
1/27

Students = E = Part 2: Foundational Theories, Ch. 4 (Chickering’s Theory of Identity Development), Ch. 5 (Perry’s Theory of Intellectual and Ethical Development, Ch. 6 (Moral Development);

SR = Discussion of Ch. 6-9

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8
MAS = Review P&T Ch.2 (power point)--Part 2: Foundational Theories & Ch. 3 (Psychosocial Identity Development)

Additional Readings & Resources:
K = Ch. 9 (Psychosocial, Cognitive, and Typological Perspectives on Student Development)
K = Ch. 11 (Student Learning in Higher Education)

Reflective Assignment #2: Reflect on an undergraduate experience that was particularly significant in your learning and development, and apply one of the 7 vectors of development to your journey toward individuation.

Reflective Assignment #3: Referring to The Small Room, how would you characterize the moral, intellectual, and ethical development of one of its community members.

Session 4
2/3
Developmental and Learning Theories
Students = E = Ch. 8 (Kolb’s Theory of Experiential Learning)
K = Ch. 11 (Student Learning in Higher Education)
SR = Ch. 10-18

Reflective Assignment #4:
Identify 2 significant outcomes from the novel, The Small Room, and explain how the outcomes support Kolb’s theory of Experiential Learning, constructivist theories of learning, self-efficacy, or conscientization theory.

Session 5
2/10
Psychosocial and Identity Development
Students = E = Ch. 12 (Schlossberg’s Transition Theory); Ch. 13 (Social Identity Concepts and Overview), K = Ch. 14 (Student Success)

Reflective Assignment #5: Explain your transition experiences relative to your graduate school experience. How would you characterize your present state -- moving in, moving out, or moving through? What role did social identity have in your present state?

Session 6
2/17
Psychosocial and Identity Development
Students = E = Ch. 15 (Ethnic Identity and Acculturation), Ch. 16 (Multiracial Identity Development); Ch. 14 (Racial Identity Development), K = Ch. 10 (New Perspectives on Identity Development)

Reflective Assignment #6: Free write—open reflection

Session 7
2/24
Psychosocial and Identity Development
E = Ch. 17 (Sexual Identity Development), Ch. 18 (Gender and Gender Identity Development); Ch. 19 (Using Theories in Combination), K = Ch. 10 (New Perspectives on Identity Development)

Students =

Reflective Assignment #7: Identify an issue/concern in your area and explain how a particular theory/model could inform the practice.
Program Planning and Assessment

Dr. MAS will present a workshop on outcomes-based program assessment.

**Session 8**
3/3

K = Ch. 26 (Assessment and Evaluation); Students = LR 2= Ch 1 (Leaning Reconsidered: Where have we come? Where are we going?), Ch. 2 (Rethinking Learning), Ch. 3 (Mapping the Learning Environment), Ch. 4 (Developing Learning Outcomes)

**Session 9**
3/17

Midterm Exam – Covers Sessions 1-7 (inclusive)

3/12 – 3/16
3/7 – 3/12

NASPA

Spring Break

**Session 10**
3/24

Review Session 8 Readings/Resources

Required Text: Harper et al (2009), Student Engagement in Higher Education

**Due: Program Assessment Strategy (Draft)**

In Class Team Assignment: (Assignment is for all 6 teams)

1.) Team members bring to class last semester’s SDES Draft of >>>. As a team decide on one SDES draft that will be the team’s institution type, mission, primary functional area and emerging area program focus.

2.) Keeping in mind your team’s chosen SDES draft, review Harper et al, and as team decide on a certain population that will be the focus of your SDES emerging program

3.) Begin to develop a skeleton of an outcomes-based program assessment strategy based on 1 and 2.

Outcomes-based Program Assessment will have the following:

1. Description of institution and its mission, mission of division’s functional area, program mission
2. brief description of emerging program and population it will serve,
3. brief overview of an issue/concern that emerging program will address
4. develop 4 learning outcome statements and respective 8 measures (2 measure per learning outcome statement
5. develop a 2-3-paragraph statement about how your team plans to assess the learning outcomes. (Include in this assessment statement will be explanation of relevant theory, research, model; the actual assessment instrument that will be used, list of resources and why the assessment instrument will be effective?)

**Session 10**
3/31

Review Session 8 Readings/Resources

Team Consultations with Dr. MAS. Each team will sign-up for a 10 minute consultation with Dr. MAS to discuss the team’s Assessment.

**Due: Program Assessment Strategy (Draft)**

Session 11
4/7

30 minute Program

Team 1: Residence Hall
Team 2: Health Services
Team 3: Career Planning and Placement
Assessment Strategies & Presentations

Additional Readings & Resources:
K = Ch. 23 (Advising and Consultation); Ch. 22 (Counseling and Helping Skills); Ch. 26 (Assessment and Evaluation); Ch. 8 (The Nature and Uses of Theory); Ch. 3 (The Many Dimensions of Student Diversity); Ch. 15 (Organization and Functions of Student Affairs)

Session 12
4/14
30 minute Program
Assessment Strategies & Presentations
Team 4: Admissions and Enrollment Management
Team 5: Student Disabilities
Team 6: Counseling

Additional Readings & Resources:
K = Ch. 23 (Advising and Consultation); Ch. 22 (Counseling and Helping Skills); Ch. 26 (Assessment and Evaluation); Ch. 8 (The Nature and Uses of Theory); Ch. 3 (The Many Dimensions of Student Diversity); Ch. 15 (Organization and Functions of Student Affairs)

Session 13
4/21
30 minute Program
Assessment Strategies & Presentations
Team 7: Academic Advising
Team 8: Discipline

Additional Readings & Resources:
K = Ch. 23 (Advising and Consultation); Ch. 22 (Counseling and Helping Skills); Ch. 26 (Assessment and Evaluation); Ch. 8 (The Nature and Uses of Theory); Ch. 3 (The Many Dimensions of Student Diversity); Ch. 15 (Organization and Functions of Student Affairs)

Session 15
4/28
Final Examination (75 pts)

Due: Personal Theory of Student Development and Learning Assignment (limit 2 pages, double spaced, 12 type font)