



CSA 503: College Student Development

Tuesday 9:05AM – 12:05PM
 403 Rackley Building
 Spring 2009

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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 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.

- 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.

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-DiBrito, F. (1998). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students (vol. 2): A third decade of research*. San Francisco: Jossey-Bass
- Silverman, S. L., & Casazza, M. E. (2000). *Learning and Development: Making Connections to Enhance Teaching*. 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 23 rd
Theory Application Assignment 1	10%	Due February 27 th
Student Interview Paper 1	25%	Due March 17 th
Student Interview Paper 2	25%	Due April 7 th
Theory Application Assignment 2	30%	Due April 24 th
Integrative Reflection Paper	10%	Due April 28 th

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.

Semester Calendar

Session 1	January 13	Introduction, Course Overview, & Review of Syllabus
Session 2	January 20	Historical Perspectives on Student Development
Session 3	January 27	Understanding and Using Student Development Theory
Session 4	February 3	Learning & Development
Session 5	February 10	Learning & Development
Session 6	February 17	Learning & Development
Session 7	February 24	Psychosocial Theories
Session 8	March 3	Psychosocial Theories
No Class	March 10	NASPA Annual Conference – Seattle, WA
Session 9	March 17	Cognitive/Structural Development
Session 10	March 24	Cognitive/Structural Development
No Class	March 31	ACPA Annual Conference – Washington, DC
Session 11	April 7	Moral Identity Development
Session 12	April 14	Spiritual Identity Development
Session 13	April 21	Integrated Perspectives on Learning and Development
Session 14	April 28	Debriefing & Course Review

Weekly Assigned Readings

Session 1: January 13 - Introduction, Course Overview, & Review of Syllabus

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.

Session 2: January 20 - Historical Perspectives on Student Development and Learning

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 1 & 2.**

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.

Evans, N. J., & Reason, R. D. (2001). Guiding principles: A review and analysis of student affairs philosophical statements. *Journal of College Student Development*. 42, 359-77.

Session 3: January 27 - 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. **Review chapter 2.**

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

Strange, C. S. (1994). Student development: The evolution and status of an essential idea.

Journal of College Student Development, 35(6), 587-98.

King, P. M. (1994). Theories of college student development: Sequences and consequences.

Journal of College Student Development, 35(6), 414-21.

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.

Session 4: February 3 – 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).

Session 5: February 10 – Learning & Development in Higher Education

Guest Discussant: Lisa Lattuca

Strauss, S., (1993). Theories of learning and development for academics and educators.

Educational Psychologist, 28, 191-203.

Other readings to be assigned

Session 6: February 17 – Learning Theory-to-Practice in Student Affairs

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.

Session 7: February 24 – Psychosocial Theories

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.

Session 8: March 3 – Psychosocial Outcomes

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.

Session 9: March 17 – 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 8-9.**

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

Session 10: March 24 - Cognitive/Structural Outcomes

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

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

Session 11: April 7 - 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)

Session 12: April 14 - Spiritual Identity Development

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

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

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.

Session 13: April 21 - 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.

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

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

Session 14: April 28 – Debriefing & Course Review

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. **Read Chapter 2.**

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects student. A third decade of research*. San Francisco: Jossey-Bass. **Read Chapter 11.**