

UNIVERSITY OF NORTH DAKOTA
THE COLLEGE STUDENT
EDL 546, 3 CREDITS

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Office Hours

I am available to meet with you to discuss class work, your degree program and other topics. You can make an appointment at your convenience. I will answer Email messages within one day when I have internet access.

Possible Changes to Class:

This is a draft syllabus and should be considered as tentative. The syllabus will be reviewed in the first class session and modified according to the class discussion. Weather problems, unanticipated problems, instructor judgment, or student interest may result in changes in the projected plan. The instructor reserves the right to modify the syllabus throughout the term in order to better meet the needs of the students enrolled.

Disability Statement

If you have emergency medical information to share with me, if you need special arrangements in case the building must be evacuated, or if you need accommodations in this course because of a disability, please make an appointment with me. I will schedule a time with you either by email or by phone. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (190 McCannel Hall, 777-3425 v/tty).

CATALOG DESCRIPTION:

This course will examine the theoretical perspectives that describe students' growth throughout late adolescent and adult life span. The course will look at theory in the areas of intellectual, moral, ego, psychosocial, career, and spiritual development. Further, the course will examine sources of identity including gender, race, culture, ethnicity, and sexual identity.

COURSE OUTCOMES

- Students will be able to identify, explain, and discuss different student development theories and identity development theories.
- Students will be conversant with research based on one or more theories.
- Students will be use theoretical frames to analyze and solve problems.
- Students will be able to identify, predict, and respond to student behavior.
- Students will develop a repertoire of responses to student behavior and educational needs that are developmentally appropriate and based in theory.

PORTFOLIO ARTIFACT:

The Using Theory in Practice assignment will be used as a portfolio artifact.

EXPECTATIONS:

Academic Integrity As graduate students, it is assumed that you understand the concept of intellectual property and the ethical standards of scholarship. It is expected that the work you submit is your own, that it is only being submitted for this class, and that you have attributed credit to appropriate sources. If you have questions about what behavior constitutes academic integrity, please raise questions in class or with the instructor.

Participation Class participation is integral to your learning and the learning of others in the classroom. Since attendance impacts one's ability to participate, attendance is important. Expectations for class attendance are similar to expectations for work attendance. Prior notice is expected for an absence.

Classroom Environment In order to understand developmental theories fully, it is likely that we will share our personal stories as college students, discussing how we have grown or changed while in college. In order to permit every student to feel free to use their own life experiences, it is absolutely necessary that each student is treated with respect. Further, it is expected that the self disclosures that students choose to make will not be discussed outside the classroom nor will they be shared with people who are not enrolled in the class. Failure to be respectful and to maintain confidentiality will be reason to ask a student to discontinue his or her enrollment in the class.

Deadline on Homework Assignments Homework is due on the assigned date at the start of class. It is expected that assignments will be submitted on the due date.

Electronic Devices: Please either disable cell phones and pagers or otherwise ensure that phone calls do not disrupt the class. Family emergencies, of course, are understandable and acceptable disturbances, but personal phone calls are not. If you are on call for your job, please let me know at the start of class. If you must take a phone call, please leave the classroom.

REQUIRED TEXTS:

Evans, Nancy J., Forney, Deanna S. and Guido-DiBrito, F. (1998) Student Development in College: Theory, Research and Practice. San Francisco: Jossey-Bass.

Pascarella, Ernest T. and Terenzini, Patrick T. (2005) How College Affects Students: A Third Decade of Research. (Volume 2) San Francisco: Jossey-Bass.

Recommended:

Komives, Susan R., Woodard, Dudley B Jr., and Associates. (2003) Student Services: A Handbook for the Profession, 4th Edition. San Francisco: Jossey Bass.

COURSE REQUIREMENTS

Weekly Reading Journal

Rationale. In order to be prepared for class, it is imperative that you complete the assigned reading, reading actively. Active reading requires that you read critically and reflect on the readings that you have completed. Such reflection is important if learning is to occur. It is also helpful for the instructor to know how students perceive the material and for students to receive feedback from the instructor on their perceptions.

Each week you will email your journal entry by Tuesday at 12 noon. In your journal entry you should consider the following questions:

1. What was the most useful or interesting point you learned from this week's readings?
2. What topics were unclear or need further exploration?
3. What concepts, if any, did you have trouble understanding or applying to practice?
4. How might you use this information personally and/or in student affairs practice?
5. What was your overall reaction to this material and why?

Examining Your Life Story

Rationale: One of the best ways to understand college students, student development, and the college experience is to examine our own lives and the lives of our colleagues. The assignment has two parts. The first part will be autobiographical; the second requires the application of theory to your college experience.

Part I

In order to facilitate the process of telling our stories, each student will write a 5 – 7 page autobiographical essay on her/his college experience. Some of the topics you should address:

- College Choice
 - When did you make the decision to attend college? Who supported your decision to attend college? Describe the process you used to select your first college.
- College Experience
 - How was your transition to college? The biggest challenges? The greatest successes? What programs and services became the most important in your life? How did your peer group form? What did you like to do?
- Learning in College
 - What was your academic experience like? How did you learn? What were the biggest challenges? The greatest successes? Describe your relationships with faculty. With academic advisers.
- Change in College
 - How were you different as a graduating senior than who you were when you were a new freshman? What were the significant things that happened while you were in college? How did they change your life plan? Your worldview? What type of challenges and supports did you receive?

This assignment is a personal essay; references are not required. **Due 7 September 2005.**

Part II

Using theories and other material that we study in class, complete a developmental analysis of your collegiate experience based on your autobiographical essay. Specifically, you will want to examine:

1. the parallels between the theory (the concepts, variables and relationships) and your experience,
2. the differences when the theory does not adequately explain your experiences and postulate the reasons the theory fails to address your developmental issues or patterns, and
3. the theory(s) that helps to explain how you shaped your current identity.

This paper is intended to be a critical thinking and an analysis exercise. Thus, you will not restate or recapitulate the theory; rather you will apply the theory. It is expected that you would use references as appropriate. **Due 26 October 2005.**

Identity Development Project

Rationale. Theory only becomes meaningful within the context of the lives of people. This assignment provides the opportunity for you to find out about the identity 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 biographical material you will be reading.

Assignment. Identity development is a critical task for late adolescence and early adulthood; however, it is a task that occurs throughout the life span. The college experience is mediated through the identities that we have and that we acquire. Because these characteristics may alter the collegiate experience or create barriers for success in college, many colleges and universities provide specialized services. The class, in small groups, will examine identity characteristics: disabilities, gender, race, and sexual orientation. Groups will be assigned by the instructor with student input.

After reading the theoretical material related to identity development within that population as well as biographical material, interview at least three individuals who are members of the population. How do the individuals see themselves with regard to their identity? How has their identity changed (if it has)? What factors influenced their development? How does their racial/ethnic/sexual identity or identity as a person with a disability affect other aspects of their lives?

The group will be responsible for making a 60 minute presentation on their identity characteristic. In preparing the presentation it is expected that the group will read theory and research related to the identity, talk with students who are in the sub-population, interview staff who provide services for the sub-population, and identify critical program components that are available. You should also be prepared to respond to questions from the class.

In addition to the presentation the group will provide extensive handouts. To synthesize this research for the class the handouts will include an annotated bibliography, a summary of relevant

theories and associated research, and examples of model programs. **Due at November class meetings as assigned.**

The group members will evaluate the performance and contributions of each group member, including their own performance. To facilitate the evaluation process, each group will develop a work plan and a rubric that defines how they will evaluate each group member's contribution. Class members will evaluate the group presentation and handout materials. The rubric for the class evaluation will be developed by the class.

Using Theory in Practice

Rationale: Knowledge of theory has no utility if it does not inform practice. Thus, the final assignment for the course will be to develop a theory-based intervention, program, or service for use in college or university. The assignment will be done in three parts.

Part I

Identify an issue or problem for college students that interests you. This can be a characteristic that could be developed or changed (e.g., leadership, identity) or a problem (e.g., academic dishonesty, alcohol use). Identify current practice on how your topic is addressed by reading the literature, talking with professionals who deal with the topic, and gather materials from offices that deal with the topic (descriptions of policies, programs, and services).

This information will form the foundation for your application of theory to the issue or problem. You should summarize this information in a 3-5 page paper. The paper should be written in APA format and includes a minimum of five references from the literature that help to define your topic. The references do not have to be research articles.

Part II

Identify the theories that may be useful in understanding the topic you have selected. Explain how they will inform your analysis of the topic. Then identify how the theories may fall short in helping you to understand the topic and its manifestation in college students. Finally, identify the research that has been done to examine the topic – both the phenomenon itself and interventions that have been designed to create change.

Part III

Based on what you have learned from the theory and associated research, develop a proposal to address your topic. You will need to describe your intervention, the outcomes that can be expected for students, the rationale for it based on theory and research, and evidence from current models that this is a viable option. Finally, describe how you will evaluate the effectiveness of the intervention. This proposal should be written for your supervisor and her/his supervisor; the intent of the proposal is to gain the necessary support to implement your intervention.

COURSE GRADING:

Approximate point values for each course requirement are as follows:

Participation	10%
Weekly Journal	15%
Life Story	
• Part I	5%
• Part II	15%
Identity Development Project	
• Group members – average score	15%
• Class members	5%
• Instructor	10%
Practice Paper	
• Part I	5%
• Part II	15%
• Part III	10%

CLASS CALENDAR AND ASSIGNMENTS

DATE	TOPIC	READING ASSIGNMENT	ASSIGNMENT
24 August 2005	Introduction to the Course		
31 August 2005	Student Development Theory	E 1, 2, 15, 16, K 8	
7 September 2005	Change and Development	P&T 1, 2	Life Story – Part I
14 September 2005	Psychosocial Theories	E 3, P&T 5	
21 September 2005	Psychosocial Theories		
28 September 2005	Cognitive Structural Theories	E 8, 9, 10, 11 K 11	
5 October 2005	Typology Models		Practice Project – Part I
12 October 2005	Change Theory & Person-Environment Interaction Theories	P&T 11	
19 October 2005	College Impact Theories	P&T 8, 9, 10, K 14	
26 October 2005	Identity Development –		Life Story – Part II
2 November 2005	Identity Development –		
9 November 2005	No Class	E 4, 5, 6, 7 K 10, 12	Identity Development Project – next 4 weeks
16 November 2005	Identity Development –		
23 November 2005	No Class		Practice Project – Part II
30 November 2005	Identity Development –		
7 December 2005	Using Theory	E 2, P&T 12	
13 December 2005	FINAL EXAM		Practice Project - Part III