

Attendance

Class participation is integral to your learning and the learning of others in the classroom. Since attendance is a prerequisite for participation, attendance is important. Prior notice is requested for an absence.

Office Hours

I am available to meet with you to discuss class work, your degree program and other topics either face-to-face or by phone. I will be glad to make an appointment at your convenience. I will attempt to answer Email messages within one day, if I have internet access.

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.

PDAs and Computers

Students are encouraged to limit the use of PDAs and computers during class time.

Deadline on Homework Assignments

Homework is due on the assigned date; however, I am open to discussing due dates for assignments at the start of the term in order to work out any conflicts with other courses. If you know that you are unable to complete an assignment on the due date, please make alternate arrangements with me as early as possible and prior to the due date.

REQUIRED TEXTS:

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

Kuh, George D., Kinzie, J, Schuh, John H., Whitt, E.J., and Associates. (2005) *Student Success in College: Creating Conditions that Matter*. San Francisco: Jossey-Bass Publishers.

Materials posted in Blackbaord.

SUPPLEMENTAL TEXTS:

Pascarella, Ernest T and Terenzini, Patrick T. (1991) *How College Affects Students* San Francisco: Jossey-Bass Publishers.

EVALUATION AND GRADING:

In order to meet the requirements of this course, each student will be expected to successfully complete the following:

1. Participation – in a graduate seminar the quality of the learning is directly associated with the collective contributions of the students and faculty. These contributions should be

based both in the reading that has been assigned and the professional experiences the student brings to the classroom dialogue.

2. Prepare and present a 45 minutes presentation on a developmental theory or model based on original sources and related research. Students should be ready to select the theorist or body of theories no later than the first class meeting. Students will provide their classmates a PowerPoint, annotated bibliography and other useful resources. If you are selecting a theory or theories related to your dissertation topic, please let me know. Presentations will be made 25 February 2007.
3. Students will develop individual learning goals for the course and then create an assignment that will demonstrate the accomplishment of those learning goals. Students are encouraged to develop a proposal for a regional or national conference presentation or a manuscript for submission to a professional journal. Learning outcomes and proposal due 5 February 2007. Final project due 5 March 2007.

COURSE GRADING:

Possible point values for each course requirement are as follows:

Self designed project	35%
Presentation	35%
Participation	20%
Self Evaluation	10%

CLASS READING ASSIGNMENTS

For the first class meeting read *Student Success in College* and the documents posted in Blackboard.

Assignments for the second class session will be made in the first class meeting.