Arkansas State University
Educational Leadership, Curriculum and Special Education
College Student Development Syllabus

I.   Course: CSPS 6343 College Student Development
II.   Instructors: Dr. Craig S. Johnson and Dr. David R. McKinney
        1.   Craig's E-mail – crjohnso@astate.edu
        2.   Dave's E-mail – dmckinney@astate.edu
III.   Readings

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

        Supplemental readings as provided weekly on Blackboard.

IV.   Purpose for the course
        The purpose of the course is to provide students with an understanding of the basic theories of
        college student development and the application of those theories to college student personnel
        services.
V.   Council for the Advancement of Standards
        5a   Foundational Studies
                The historical, philosophical, ethical, cultural and research foundations of higher
                education that inform student affairs practice
        5b   Professional Studies
                5b.1.   Student Development Theory
VI.   Course Goals
        1.   To provide students with an understanding of student development theory as a field of
             study.
        2.   To provide students with an understanding of the major theories of college student's
             development.
        3.   To provide students with an understanding of how to develop developmental programming
             using college student development theories.
VII.   Relation to MS-CSPS Program Objectives
        1.   The masters level college student personnel professional demonstrates a knowledge of the
             history, philosophy, and current trends in student affairs

        10. The masters level college student personnel professional demonstrates an understanding of
        multicultural and pluralistic trends in society and the implications of sociocultural, demographic
        and lifestyle diversity for student affairs.

        12. The masters level college student personnel professional demonstrates an understanding of
        individual development and transitions across the lifespan, including the influence of social
        institutions on individual development.

        20. The masters level college student personnel professional know how to design, implement
        and evaluate programming to foster holistic development of college students (including
        personal, interpersonal and intellectual development); and can adapt programming in
        developmentally appropriate ways to meet the needs of diverse populations.

25. The masters level college student personnel professional demonstrates an understanding of the way in in which physical, psychological, environment and sociological factors affect student development.

VIII. Course Objectives
1. Describe student development as a field of study including the history of the student development movement in higher education and the questions that should be answered by the theories of student development.
2. Describe the Person (X) Environment approach to programming and use this approach to plan developmental programs for college students.
3. Describe how student development theories can be used in student affairs practice including major functions of formal theories, criteria for evaluating formal theories and the problem and limitations of the applying developmental theories to student affairs practice.
4. Describe the concepts of reliability and validity as they apply to assessment in student affairs practice.
5. Describe the major ecological approaches to college student development.
6. Describe the components of Schlossberg's transition theory and the implications of this theory for student affairs.
7. Describe the vectors in Chickering's theory of college student development, the major environmental influences on students' development on these vectors and the implications of this theory for student affairs practice.
8. Describe the components of the major theories for psychosocial identity development and the implications of these theories for student affairs practice.
9. Describe the components of Perry's theory of intellectual and ethical development and the implications of this theory for student affairs practice.
10. Describe the components of the major theories of moral development and the implications of these theories for student affairs practice.
11. Describe the components of Kolb's theory of experiential learning theory and the implications of this theory for student affairs practice.
12. Describe how student development is affected by racism, the components of the Racial and Cultural Identity Model and the implications of this theory for student affairs practice.
13. Describe the elements of sexual identity, the components of the Sexual Orientation Identity Formation Model, the factor that affect GLB students' identity formation and the implications of this theory for student affairs practice

IX. Course Outline
1. Week One –
    i. introduction of instructors, expectations of instructors and BlackBoard Learn Tutorial
    ii. Definitions and Historical Roots of Student Development
        1. Definitions of Student Development
        2. History of Student Development Movement
        3. Paradigms and Theories
        4. Person (X) Environment Approach
2. Week Two – Using Student Development Theory
    i. Informal vs. Formal Theory
    ii. Uses of Formal Theory
    iii. Evaluating Formal Theory
    iv. Current Status of Student Development Theory

       v.   Interactionist Approach
      vi.   Key Environmental Characteristics
            1.   Astin's Student Involvement Theory
            2.   Schlossberg's Marginality and Mattering
    vii.   Cautions in Using Theory
  viii.   Psychometric Concepts
            1.   Reliability
            2.   Validity

3. Week Three – Chickering's Theory of Identity Development
4. Week Four – Ecological Approaches to College Student Development
       i.   Human Ecology
      ii.   Developmental Ecology/Bronfenbrenner
    iii.   Campus Ecology
            1.   Barker
            2.   Walsh
            3.   Holland
            4.   Moos
            5.   Pervin
            6.   Strange and Banning
            7.   Cube Mode/Morrill, Oetting and Hurst

5. Week Five – Schlossberg's Transition Theory
6. Week Six - Psychosocial Identity Development
       i.   Erickson
      ii.   Marcia
    iii.   Josselson

7. Week Seven – Perry's Theory of Intellectual and Ethical Development
8. Week Eight – Moral Development Theory
       i.   Kohlberg
      ii.   Rest
    iii.   Gilligan

9. Week Nine – Kolb's Theory of Experiential Learning
10. Week Ten – Racial Identity Development
       i.   Racial Identity/Multiracial Identity
      ii.   Critical Race Theory
    iii.   Types of Racism
    iv.   Conflicts of Minority Youth
       v.   Racial and Cultural Identity Model
      vi.   Negrescence
    vii.   White Racial Identity
  viii.   Latino Identity
    ix.   Asian Identity
      x.   Native American Identity

11. Week Eleven – Sexual Identity Development
       i.   Aspects of Sexual Identity
      ii.   Cass Stage Theory
    iii.   Coming Out Process
    iv.   Factors affecting GLBT Identity Development
       v.   Criticisms of GLBT Theory

X.   Methods of Instruction
1. Lecture/Discussions
2. Group Project
    i. Planning Matrix
    ii. Paper
    iii. Class Presentation
XI.   Course Assessment and Performance Measures
1. Methods of Student Evaluation
    i. Reflections
    ii. Homework on Planning Matrix
    iii. Theory to Practice Paper
    iv. Personal Philosophy Paper on own Student Development Theory
    v. Class Presentation
    vi. Theory Cheat Sheet
2. Grades
    i. Course Grades
        1. Weekly Reflections 20%
        2. Theory to Practice Project 30%
        3. Personal Theory Philosophy Paper 30%
        4. Theory Cheat Sheet 20%
    ii. The Theory-To-Practice project has five parts that will be weighed as follows:
        1. Planning Matrix Draft 10%
        2. Preliminary Draft Paper 10%
        3. Final Matrix 20%
        4. Final Paper 50%
        5. Class Presentation 10%
3. Grading Scale
    Grades are assigned on the following scale
    90-100% - A; 80-89% - B; 70-79% - C; 60-69% - D; 0-59% - F
4. Homework and Paper Deadlines
Failure to submit a homework assignment will result in a recorded 0 for that assignment. Deadline extensions, if needed must be arranged with the instructor in advance of the deadline. Extensions will be granted solely at the discretion of the instructor and only for unexpected circumstances that are beyond a student's control.
XII.   Blackboard Account
The instructors maintain a Blackboard Learn site for the course. Students can obtain an official syllabus, assignment, study questions and help with study skills from tis site.
XIII.   Procedures to Accommodate Students with Disabilities
Students seeking modifications under Section 504 of the ADA must inform the instructor of requested modifications as soon as possible. Delay may result in an inability to make modifications in a timely fashion. When requesting modifications students must verify their disability has been documented by the Office of Disability Services. Students who have not documented their disability should contact the Office of Disability Services in Room 2181 of the Student Union (870-972-3964).

Aspects of the course will be modified as appropriate under the law. Appropriate means that the modifications must be related to the disability and the modifications must be required to

allow the student to demonstrate mastery of the course material. Modifications that are not related to the disability or that evade course requirements are not appropriate under the law.

XIX.   Diversity

    The current college student population is the most diverse in history and the diversity will increase for the foreseeable future. Thus, this course will be focused on helping students in understanding how to develop programs and services to serve this diverse population.

XX.   Additional Course Policies
   a. Academic Honesty – Students are expected to follow all provisions of the Academic Integrity Policy.
   b. Notification of Grades – Due to Federal Educational Rights and Privacy Act no information regarding grades will be provided by telephone. All communication will occur through BlackBoard.
   c. Flexibility Clause: Conditions for Change – Occasionally events will occur during the course of term that will require modifications of the syllabus. Any modifications will occur for the entire class.
   d. Contact Information – Will be provided through BlackBoard