Arkansas State University
Educational Leadership, Curriculum and Special Education
College Student Development Syllabus
Fall 2019

I.   Course: CSPS 6343-001 College Student Development
A study of contemporary theory and research related to student development with emphasis on student personnel service components.

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

Patton, L.D., Renn, K.A., Guido, F.M., Quaye, S.J. (2016). *Student development in college: Theory, research and practice* (3rd ed.) San Francisco: Jossey-Bass

Supplemental readings as provided weekly on Blackboard.

IV.   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.

V.   Relation to MS-CSPS Program Outcomes
1. Students in the A-State CSPS master's program will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice based issues.
2. Students in the A-State CSPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

VI.   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 differing social identity development perspectives including gender and gender identity development, ethnic identity development, development of faith and spirituality, disability identity development, social class and identity and other emerging perspectives and its implication for student affairs practice.
12. Describe how student development is affected by racism, the components of differing racial identity development models and the implications of this theory for student affairs practice.
13. Describe the elements of sexual identity development, the components of the Unifying Model of Sexual Identity Development, the factor that affect LGBQ students' identity formation and the implications of this theory for student affairs practice.
14. Describe the components of Baxter Magolda's Self-Authorship Theory and the implications of this theory for student Affairs practice.

VII. Course Outline and Schedule

Week	Summary topic	Assignment
1 Aug 19	**Introduction to and Foundations for Student Development Theory**	• Review syllabus • Complete personal introduction on Blackboard • Read Chapter 1 and Chapter 2 • View instructor's Week 1 presentation • Complete Week 1 discussion board assignment • Complete Week 1 Quiz All Assignments are due no later than August 25, 11:59 PM CST
2 Aug 26	**Using Student Development Theory**	• Read Chapter 3 • View instructor's Week 2 presentation • Complete Week 2 discussion board assignment • Complete Week 2 Quiz All Assignments are due no later than September 1, 11:59 PM CST
3 Sep 2	**Social Identity: Concepts and Overview**	• Read Chapter 4 • View instructor's Week 3 presentation • Complete Week 3 discussion board assignment • Complete Week 3 Quiz All Assignments are due no later than September 8, 11:59 PM CST
4 Sep 9	**Racial and Ethnic Identity Development**	• Read Chapter 5 and Chapter 6 • View instructor's Week 4 presentation • Complete Week 4 discussion board assignment • Complete Week 4 Quiz All Assignments are due no later than September 15, 11:59 PM CST
5 Sep 16	**Sexual and Gender Identity Development**	• Read Chapter 7 and Chapter 8 • View instructor's Week 5 presentation • Complete Week 5 discussion board assignment • Complete Week 5 Quiz All Assignments are due no later than September 22, 11:59 PM CST

6 Sep 23	**Development of Faith and Spirituality** **Disability Identities and Identity Development**	• Read Chapter 9 and Chapter 10 • View instructor's Week 6 presentation • Complete Week 6 discussion board assignment • Complete Week 6 Quiz All Assignments are due no later than September 29, 11:59 PM CST
7 Sep 30	**Social Class and Identity** **Emerging Theoretical Perspectives on Student Experiences and Identities**	• Read Chapter 11 and Chapter 12 • View instructor's Week 7 presentation • Complete Week 7 discussion board assignment • Complete Week 7 Quiz All Assignments are due no later than October 6, 11:59 PM CST
8 Oct 7	**Psychosocial Identity Development**	• Read Chapter 13 • View instructor's Week 8 presentation • Complete Week 8 discussion board assignment • Complete Week 8 Quiz All Assignments are due no later than October 13, 11:59 PM CST
9 Oct 14	**Epistemological and Intellectual Development**	• Read Chapter 14 • View instructor's Week 9 presentation • Complete Week 9 discussion board assignment • Complete Week 9 Quiz All Assignments are due no later than October 20, 11:59 PM CST
10 Oct 21	**Moral Development**	• Read Chapter 15 • View instructor's Week 10 presentation • Complete Week 10 discussion board assignment • Complete Week 10 Quiz All Assignments are due no later than October 27, 11:59 PM CST
11 Oct 28	**Development of Self-Authorship**	• Read Chapter 16 • View instructor's Week 11 presentation • Complete Week 11 discussion board assignment • Complete Week 11 Quiz All Assignments are due no later than November 3, 11:59 PM CST

12 Nov 4	**Work on Final Projects**	• Theory-to-Practice Paper - draft due by November 17
13 Nov 11	**Work on Final Projects**	• Theory-to-Practice Paper - draft due by November 17
14 Nov 18	**Work on Final Projects**	• Theory-to-Practice Paper - final due by December 7 • Theory Cheat Sheet – due by December 7 • Personal Theory Paper – due by December 7 • Theory-to-Practice Presentation – due by December 14 • Final discussion board comments on presentations – due by December 17
15 Nov 25	**Fall Break**	• Theory-to-Practice Paper - final due by December 7 • Theory Cheat Sheet – due by December 7 • Personal Theory Paper – due by December 7 • Theory-to-Practice Presentation – due by December 14 • Final discussion board comments on presentations – due by December 17
16 Dec 2	**Work on Final Projects**	• Theory-to-Practice Paper - final due by December 7 • Theory Cheat Sheet – due by December 7 • Personal Theory Paper – due by December 7 • Theory-to-Practice Presentation – due by December 14 • Final discussion board comments on presentations – due by December 17
16 Dec 9	**Work on Final Projects**	• Theory-to-Practice Presentation – due by December 14 • Final discussion board comments on presentations – due by December 17

VIII. Methods of Instruction
1. Lecture
2. Feedback on Reflections
3. Group Project
   i. Planning Matric
   ii. Paper
   iii. Class Presentation

IX. 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 Quizzes 25%
      2. Discussion Board 15%
      3. Theory to Practice Project 20%
      4. Personal Theory Paper 30%
      5. Theory Cheat Sheet 10%
   ii. The Theory-to-Practice project has four parts that will be weighted as follows:
      1. Planning Matrix Draft 10%
      2. 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.

X. 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 this site.

XI. 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