

Florida International University
Department of Leadership and Professional Studies
EDH 6045: Student Development Theory
Fall 2014: Wednesdays, 5-7:40pm, Arena 119
Instructor: Joy Blanchard, Ph.D.
Email: joy.blanchard@fiu.edu
Phone: 305-348-4562
Office Hours: Wednesdays 3-5pm; Thursdays 2-5pm

Purpose:

This course is part of an overall College of Education conceptual framework which emphasizes particular forms of knowledge, skills, and dispositions. More specifically, the college seeks to create graduates who are stewards of their discipline, reflective inquirers, and mindful educators. Please review the College's conceptual framework at: <http://education.fiu.edu/cf.htm>.

Within this overall conceptual framework, the higher education program promotes particular definitions of stewardship of the field of higher education, reflective inquiry in postsecondary settings, and mindful education in and outside the field of higher education. Please review the program's objectives at http://education.fiu.edu/graduate_programs/ms_highered.htm.

Per University catalog, "This course is an overview of the most commonly used theories of student development in higher education including the research on which they are based and their application to practice with diverse student populations, issues, and settings." The main purpose of this course is to not only examine pertinent theories but to learn how to apply them to student affairs practice, using case studies, in-class exercises, and a "theory-to-practice" paper. Students also will learn how to be good consumers of literature by locating additional scholarly resources that discuss the use of theories in the field today.

This course syllabus provides a general plan for the course; deviations may be necessary.

Please review the important policies listed below. These are university policies that will apply in this course.

The Policy on Academic Misconduct can be found at <http://www.fiu.edu/provost/polman/sec2web.html#2.44%20ACADEMC%20MISCONDUCT>.

The Policy relating to Students with Special Needs can be found at <http://drc.fiu.edu/Policies.php>.

The policy relating to Sexual Harassment can be found at <http://www.fiu.edu/orgs/diversity/publications/EOPSexH.pdf>.

Course Goals:

1. To develop a knowledge base of college student development theory that facilitates the learning, growth, and development of college students.
2. To explore the applications of college student development theory to the field of student affairs and higher education, focusing on the programs, practices, and policies that facilitate development in the individual, group, classroom, and other educational settings.

3. To develop an understanding of the ways in which practice informs the development of theory and to provide an opportunity for practitioners to reflect upon their informal theories and philosophy of student affairs and higher education work.
4. To develop skills of analysis, synthesis, and communication—both verbal and written—regarding issues and concepts related to the use of theory in the student affairs profession and higher education.

Course Expectations:

As a member of a learning community, each student must meet the following responsibilities:

- Attend, be prepared for, and actively participate in **all** class sessions, for the entirety of the class time.
- Check your FIU e-mail and FIU Blackboard accounts regularly. Announcements, supplemental readings, and assignments will be distributed electronically. Students will be responsible for this information.
- Read, study, and reflect on all assigned readings before the specific class period noting questions or issues you would like to raise in class. Be prepared to contribute to class discussions.
- Students should be willing and able to genuinely listen to each other, build on each other's ideas, and disagree when it is helpful and productive to do so.
- As young professionals in training, professional behavior is expected at all times. Refrain from use of cell phones/text messaging during class. Students may use laptop computers during class **only** for formal presentations. PLEASE obtain instructor permission if you would like to use it for note taking.
- Standards of academic honesty and integrity will be upheld in all aspects of this course. Students are expected to become familiar with the University's policy on academic honesty, as this policy applies to this class as well as all others. One aspect of this expectation is that all work will be referenced and documented appropriately. **It is the student's responsibility to make sure that the concepts of appropriate attribution of others' words and ideas, proper citation, and paraphrasing are clearly understood so that plagiarism, even if unintentional, does not occur. In addition, use of work from other classes for this course is prohibited unless approved by the instructors of both courses.**

Course Requirements:

- The objectives of this course will be pursued through assigned readings, class discussion, class activities, and written assignments. Final evaluation of your work will be based on the quality of all of your written work and participation in class discussions.
- **Deadlines are as stated on the syllabus and assignments will be submitted on the due date. Late assignments on the Blackboard journal, article summary, and final paper WILL NOT be accepted. Late assignments for the autobiography paper and voice project *can* be accepted but with a 1/3 grade penalty for each day late with a CUT OFF after two days.**
- All written work should reflect graduate level work. Spelling and grammatical errors are not acceptable. Please follow the reference style guidelines contained in the *Publication Manual of the American Psychological Association* (6th ed.)-- aka "APA Manual."

Grading:

Students are eligible to earn a total of 100 points for this course. Final grades will be distributed as follows:

| | | | |
|----|--------|----|------------|
| A | 94-100 | A- | 90-93 |
| B+ | 87-89 | B | 83-86 |
| B- | 80-82 | C+ | 77-79 |
| C | 73-76 | C- | 70-72 |
| D+ | 67-69 | D | 63-66 |
| D- | 60-62 | F | 59 - Below |

| Assignment | Points |
|------------------------------------|--------|
| 1. Blackboard journal | 15 |
| 2. Article summary/lead discussion | 15 |
| 3. Autobiographical Case Study | 20 |
| 4. Voice Project | 20 |
| 5. Theory-to-Practice paper | 30 |

Attendance Policy

As previously stated, attendance is essential to fostering a community of scholars, discussing the course materials and supplemental instruction from the professor, and participating in groups to solve hypothetical case problems. Points will be deducted from a student's final course grade based on the following:

- 1 absence= 2 points
- 2 absences= 5 points
- 3 absences= 8 points
- 4 absences= 12 points

*One excused absence is allowed per semester in which no points will be deducted from the final grade. Student must present documentation of the excused absence. Acceptable reasons include illness or health emergency for self or dependent, automobile accident, death in the family, or attendance at a professional conference. Conflicting work obligations do not qualify.

Course Readings:

See course schedule for weekly reading assignments. Supplemental materials may be assigned as appropriate. The following text will be used as the major text for this course.

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 text: Bonner, F. A., Marbley, A. F., & Howard-Hamilton, M. F. (2011). *Diverse Millennial Students in College*. Sterling, VA: Stylus.

Course Assignments:

1. Blackboard journals: The evening after each class period, the instructor will pose an open-ended question on Blackboard. Students will write a 1-2 paragraph response to the question. These are due by **WEDNESDAY AT NOON**. Students who thoughtfully reflect on each prompt will get full credit.
2. Article summary/lead class discussion: During the second course meeting, each student will choose a theory and locate a **peer-reviewed scholarly article** that discusses the use of that theory in practice or expands/updates that theory. Depending on when that theory will be discussed in class, the student will post by **NOON ON WEDNESDAY** a 1-2 page summary of the article on Blackboard (email to class works best). In addition, during that class meeting, the student will informally present the article to the class and lead a 10-minute discussion on the article's applicability to student affairs practice. Each

critique should provide a brief summary of the article, **with primary emphasis on an analysis of the article and usefulness to the application and practice of higher education administration.** Each critique should be double-spaced and no more than two pages in length. ALL students are expected to read the weekly critiques and be able to contribute to class discussion. (Ten points will be designated to the written work; five points will be derived from the oral presentation. Grade will be based on quality of written summary, sophistication of analysis, and preparedness and effectiveness in leading class discussion on the article and relating it to the readings for that week.)

3. Autobiographical Case Study: Exploring aspects of your own identity and development is a good step in beginning to understand theoretical concepts. Examining your own development can also help to sensitize you to the role of various components of identity in the lives of others and the role that your own sense of self plays in your interactions with individuals who are different from you. In this assignment, you will write an autobiographical account of your undergraduate experience using at least three developmental theories as a framework. Consider the factors that influenced your personal development and the areas in which you experienced the most significant growth. How did you grow, and in what dimensions, from freshman year to senior year (and in between)? What changes took place and to what do you attribute them? How did you develop as a result? How do you link your personal reflection to your overall study and future practice in the field of student affairs/higher education? This paper should be 6-8 pages in length. **(Please reference model on Blackboard for an idea on how to structure the paper. Remember: primary emphasis should be on identifying and applying theory—not merely an autobiographical account.)**
4. Voice project: Each student will assume a different “voice” in an attempt to understand the implications of various dimensions of college student development. More detailed instructions are on Blackboard.
5. Theory-to-Practice paper: Each student will prepare a paper that demonstrates ability to relate theory to the student development process, vis a vis an interview and observation of two students. More detailed instructions on Blackboard.

***This assignment is TaskStream required.** The enrollment code will be provided when available. **Students are given an INCOMPLETE** if they do not upload this assignment to TaskStream. It is required by the College of Education for accreditation purposes.

Class Schedule:

| <u>Date</u> | <u>Topic</u> |
|--------------------|--|
| August 27 | Introductions/Course Overview/ “What do you think is theory?” |
| September 3 | Theoretical Constructs (Chapters 1 & 2) Introduction to Millennial Students (Blackboard) |
| September 10 | Psychosocial Identity Development (Chapter 3) |
| September 17 | Identity & Transition (Chapters 4 & 12) |
| September 24 | Intellectual/Cognitive & Ethical Development (Chapters 5 & 7) |

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| October 1 | Moral Development Theory (Chapter 6) |
| October 8 | Ecological Development & Self-Authorship (Chapters 9 & 10) African American Millennial Students (Blackboard) Autobiographical paper due in hard copy |
| October 15 | Social & Racial Identity (Chapters 13 & 14) Asian/Latino Millennial Students (Blackboard) |
| October 22 | Ethnic & Multiracial Identity (Chapters 15 & 16) Indigenous/Multiracial Millennial Students (Blackboard) |
| October 29 | Sexual & Gender Identity (Chapters 17 & 18) LGBTQ Millennial Students (Blackboard) |
| November 5 | Experiential Learning & Faith/Spirituality (Chapters 8 & 11) |
| November 12 | RESEARCH DAY (Instructor at Ed Law Association Conf.) |
| November 19 | Typology Theories (Supplemental reading on Blackboard) |
| November 26 | ENJOY THANKSGIVING |
| December 3 | Practical Use of Theory/"Learning Reconsidered" (Chapters 19 & 20, Supplemental reading on Blackboard) |
| December 10 | Informal discussion of Theory-to-Practice papers Course wrap-up/Course evaluations |
| December 12 | Theory-to-Practice paper due in hard copy 5pm (Under my door, ZEB 363B or mailbox, ZEB 313) |