CEPD 6172 Fall 2013

CEPD 6172: Theories of College Student Development

Semester/Year: Fall 2013
Time/Location: Monday’s 2:30 – 5:00 PM
Instructor: Dr. Matt Varga
Office Location: Education Annex Rm 225
Monday: 12:00 – 2:30 PM
TW: 10 – 2:00 PM
Office Hours: Friday: 9:00 – 12:00 PM
Always available by appointment
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CourseDen Home Page: https://westga.view.usg.edu/
CourseDen Help & Troubleshooting:
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning: http://distance.westga.edu/
Online Support: UWG On-Line Connection: http://www.westga.edu/~online/
Distance Learning Library Services:
http://westga.edu/~library/depts/offcampus/
Ingram Library Services: http://westga.edu/~library/info/library.shtml

COURSE DESCRIPTION
This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Standards developed by the Council for the Advancement of Standards (CAS) for higher education are also incorporated as criteria against which candidates will be measured. Additionally, professional competencies and standards developed by the National Association for Student Personnel Administrators (NASPA) and the American College Personnel Association (ACPA) are used to frame the course.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty
committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION
The structure of the class will focus on a practice-to-theory-to-practice model. As such, this course will primarily utilize assistantship experience, classroom discussion, readings, lecture, case studies, presentations, and group projects as methods of instruction. These methods will help re-emphasize the classroom material to their practical experience.

COURSE OBJECTIVES
Students will:
1. Understand the major theories that describe the development of college students;
   (Conceptual Framework Descriptors: Knowledgeable, leading, collaborative, culturally sensitive, empathetic)
   (Standards: CAS 5B1)
2. Develop an understanding and appreciation for how differences in race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs intersect and influence development;
   (Conceptual Framework Descriptors: Knowledgeable, leading, culturally sensitive, empathetic, adaptive, proactive, reflective)
   (Standards: CAS 5B1)
3. Learn to use theory to improve practice;
   (Conceptual Framework Descriptors: Professional Excellence and Field-Based Inquiry)
   (Standards: CAS 5B1)
4. Become familiar with research about student development;
   (Conceptual Framework Descriptors: Knowledgeable, reflective, inquisitive, proactive, decisive, leading, and collaborative)
   (Standards: CAS 5B1)
5. Examine their own development and the theories in use, and how their own personal development influences their work with students.
   (Conceptual Framework Descriptors: Knowledgeable, reflective, inquisitive, proactive, decisive, leading, and collaborative)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES
Required Text(s):

Additional resource for APA: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)


Suggested Text(s):

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

**Assignment 1: Reflection Paper (15 points)**
This is a two part assignment. The first part of the assignment is for you to write a 10 – 12 page paper following all APA guidelines except for the abstract. The first paper is to focus on your personal growth during your undergraduate years. Address the following: your transition to undergraduate from high school; your involvement in academics, extra-curricular, and off-campus activities; reflect on the development of your morals, ethics, and values; reflect on you as a person and your identity; reflect on your relationships between your friends, parents, and others. Review any challenges you may have faced during college, whether it is personal, academic, or both; discuss how you overcame those challenges. Please be as detailed as possible and reference specific examples as often as possible. Please note, the more detailed the paper, the easier the second part of this assignment will be later. This paper must be in APA format. First person is acceptable, but the rest of the paper should be written in a formal academic style and not include colloquial statements.

(Course Objectives: 1, 3, 5)

(please note, the point distribution is subject to change)

**Grading:**
- Grammar: 10 points
- Content: 5 points

**Assignment 2: Reflection Paper Analysis (15 points)**
At the end of the semester, you will revisit your reflection paper and identify the theories present. You will address how the theory may or may not apply, and why you believe it does or does not apply. You will identify key aspects of your reflection paper and address the theory. This paper must be in APA format. Your paper should review various theories include identity theories, cognitive theories, social identity theories, moral development theories, and any others that apply to your personal development.

(Course Objectives: 1, 3, 5)

This assignment should be submitted via Turnitin.com and CourseDen.

(please note, the point distribution is subject to change)

**Grading:**
- Grammar: 5 points
- Content: 5 points
- Theory: 5 points

**Assignment 3: Write Your Own Theory (20 points)**
This assignment involves reading and thinking critically about student development theory and your beliefs about student growth throughout college. You will write your own theory on college student development and present the theory in a research paper format. You can select the population you wish to write about, but you must use
academic literature and research to develop and support your understanding of student
growth, identity, or development that you present. The theory should be a minimum of
8 pages and should not exceed 10 pages. The paper should be in APA format including,
but not limited to, title page, references, citations, and font. I would like for you to
include a visual representation of your model as well. Please see some of the examples
on courseden.

This assignment should be submitted via Turnitin.com and CourseDen.
(Course Objectives: 1, 2, 4)

Assignment 4: Application Project (30 points: 10 paper 20 presentation) [TK20]
The application project is the culmination of the class and tests your understanding on
applying student development theory to practice. As a group of four to five (assigned
by the instructor), you are to review a current program at UWG. The program will be
assigned in class at random via a drawing. During this review, you will be expected to
meet with staff to understand the objectives of the program and gain an overall
understanding of how the program operates and the desired outcomes of the program.
After gaining this fundamental knowledge of the program, the group should review
how the program could incorporate student development theory in order to enhance the
current program. The paper should be written using the PTP model as a guide. The
paper should be in APA format with published academic research supporting your
ideas and theories. The paper should be written in a way that informs the stakeholders
and decision makers of the programs; therefore, it should be succinct, informative,
practical, and developmental.

The second part of the assignment is the presentation of your program. You are to
develop a poster presentation of the program and how it incorporates student
development theory. You will present your poster to the class and will be evaluated on
the application of theory, realistic nature of the program, and overall information. You
should approach this presentation as a professional proposal to senior level
administrators. The poster should address the following areas: Abstract of program and
incorporation of theory, review of program purpose and objectives, population, issue
being addressed, theory used, information on the theory, incorporation of theory into
program, goals and outcomes of program with new theory, and assessment techniques
to measure theoretical application and outcomes. These areas need to be covered in
general and each topic should not be its own section on the poster.

Please note: the publication office will need time to print your poster. They ask for
at least 1 week. You will need to use your time wisely in order to meet all
applicable deadlines.
(Course Objectives: 1, 2, 3, 4)

THE PAPER PORTION OF THIS ASSIGNMENT MUST BE SUBMITTED
THROUGH COURSEDEN AND TK20 FAILURE TO DO SO WILL RESULT
IN A LOSS OF A LETTER GRADE.

The paper should be submitted by the group in CourseDen, but EACH
INDIVIDUAL must submit the paper to TK20.

Assignment 5: Final Exam (20 points)
The final will be taken online via CourseDen. The question will be provided to
you in advance in order for you to prepare. You will be provided with at least
four questions and will answer two. Please be as detailed as possible. The question format will mimic the comprehensive exam questions. There should be no collaboration regarding the exam questions and all work should be your own.

**Evaluation Procedures**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection Paper</td>
<td>15</td>
<td>Rubric</td>
<td>September 9th, 2:29 PM</td>
</tr>
<tr>
<td>Reflection Paper Analysis</td>
<td>15</td>
<td>Rubric</td>
<td>October 21st, 2:29 PM</td>
</tr>
<tr>
<td>Application Project Paper</td>
<td>10</td>
<td>Rubric</td>
<td>November 11th, 2:29 PM</td>
</tr>
<tr>
<td>Application Project Poster</td>
<td>20</td>
<td>Rubric</td>
<td>November 11th, 2:29 PM</td>
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<tr>
<td>Write Your Own Theory</td>
<td>20</td>
<td>Rubric</td>
<td>December 2nd, 2:29 PM</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>N/A</td>
<td>December 9th</td>
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</tbody>
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**Grading**
The assignments and final exam equal 100 points. As such the grading scale will be as follows:

A = 90 - 100, B = 80 - 89, C = 70 - 79, and F = Below 70.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

Please carefully review the information at [Common Language for Course Syllabi](http://www.westga.edu/studentDev/index_8884.php). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person or presenting another’s work as their own; this includes improperly cited materials. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*. It may result in an automatic 0 on the assignment, F in the course, or possible removal from the CSA Program. In order to maintain the highest standards of academic honesty, all papers must be submitted via [www.turnitin.com](http://www.turnitin.com) and an originality report must be submitted with each assignment in CourseDen.

**Attendance:** Attendance is expected at a graduate level course. If you are to miss class for any reason, you are to let the instructor know as soon as possible. Due to changing the class from a hybrid to full meeting class time, there will be exceptions that will need to be made. These exceptions will be made on a case-to-case basis. Failure to notify the instructor of any absences can result in a lowering of your final grade.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php).
Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Late Work:** Late work is considered any work either not submitted on time or work that is submitted on time, but is unable to be opened (e.g. a corrupt file). Late work will only be accepted case-by-case. Assignments more than three days late will not be accepted. Late work received prior to those three days will incur a 25% penalty post grading. In other words, if an assignment is late and is worth 10 points, you automatically lose 2.5 points from the final grade of the assignment. Therefore, if you earn 8 points, you lose an additional 2.5 points for being late, making the final grade on the assignment a 5.5.

**Professional Conduct:** At times, we will discuss very sensitive topics in class. Specifically, personal experiences related to transition, intellectual development, and social identity. It is expected that everyone will maintain a professional atmosphere and attitude. Additionally, class should be a safe place to discuss practical issues openly and confidentially.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. I will send emails through courseDen and to your student email account.

**Rights of reservation:** Please note the instructor has the right to change the syllabus, instructions, assignments, or grade distribution with advanced notice. Additionally, the syllabus should be used as the source of all information and dates. Should there ever be conflicting information, such as dates, with CourseDen (or any other source), the syllabus is the winning source.

**CLASS OUTLINE**

**August 26, 2013:** Class introduction; Syllabus; Applications and uses of Theory

**Required Readings:**
Evans, Forney, Guido, Patton, and Renn (2010, pp. 22 - 41, 349-358) Chapters 2 & 19
Schuh, Jones, and Harper (2011, pp. 149-168)*

**Class Objectives:**
1. To become introduced to the course and syllabus
2. To learn how to apply theory to practice
3. To understand the importance of theory
4. To become introduced to theoretical concepts

**September 2, 2013:** No Class Labor Day

**September 9, 2013:** Introduction to Developmental Theories and Psychosocial Identity

**Theories:**
- Chickering’s Identity Development Theory

**Required Readings:**
Evans et al. (2010, pp. 65 - 81) Chapter 4
Jones and Abes (2013, pp. 19 - 43) Chapter 2
Moore and Upcraft (1990)*

**Assignments Due:** Personal Reflection

**Class Objectives:**
1. To become introduced to college student development theory and the types of theories
2. To learn Chickering’s theory of Education and Identity
3. To understand how to apply Chickering’s theory to practice

**September 16, 2013: Psychosocial Identity Development and Environment Theories**

**Theories:**
- Erikson’s Identity Development Theory
- Astin’s Student Involvement Theory

**Required Readings:**
- Astin (1999)*
- Evans et al. (2010, pp. 47-64) Chapter 3
- Widick, Parker, and Knefelkamp (1978)*

**Class Objectives:**
1. To review Erikson’s development theory
2. To be able to apply Erikson’s theory to college students
3. To understand how Astin’s student involvement theory applies to student development

**September 23, 2013: Transition Theories**

**Theories:**
- Tinto’s Theory of Student Departure
- Schlossberg’s Transition Theory

**Required Readings:**
- Evans et al. (2010, pp. 212-226) Chapter 12
- Tinto (1993, pp. 84-137)*

**Class Objectives:**
1. To review Tinto’s and Schlossberg’s transition theories
2. To be able to apply their theories to examples

**September 30, 2013: Cognitive Skills and Intellectual Growth**

**Theories:**
- Perry’s scheme of intellectual and ethical development
- Kohlberg’s Theory of Moral Development
- Gilligan’s Woman’s Moral Development Theory

**Required Readings:**
- Evans et al. (2010, pp. 82-119) Chapters 5 & 6

**Suggested Reading:**
- Love and Guthrie (1999)*
- Smith (1978)*

**Class Objectives:**
1. To learn Perry’s developemental theory and understand it’s application in student affairs
2. To review Kohlberg’s theory and apply it to current issues in higher education
3. To review Gilligan’s theory and recognize its role in working with women in higher education

**October 7, 2013: Self-Authorship**

**Theories:**
1. Magolda Theory of Self-Authorship
2. Kegan’s Theory

**Required Readings:**
- Evans et al. (2010, pp. 176-193) Chapter 10
- Schuh et al. (2011, pp. 207-225)*
Class Objectives:
1. To identify the roles in which these three theories have in higher education
2. To apply each theory to practice

October 14, 2013: Cognitive Skills and Intellectual Growth

Theories:
- King & Kitchen Reflective Judgment Model
- Magolda’s Epistemological Reflection (Knowing and Reasoning)
- Kolb’s learning styles

Required Readings:
Evans et al. (2010, pp. 119-153) Chapters 7 & 8

Class Objectives:
1. To identify the roles in which these three theories have in higher education
2. To apply each theory to practice

October 21, 2013: Social Identity Development

Theories:
- Cross and Flagman-Smith’s Model of Black Identity
- Helms’ Model of White Identity Development
- Ferdman and Gallego’s Model of Latino Identity Development
- Kim’s Asian American Identity Development Model

Required Readings:
Evans et al. (2010, pp. 252-287) Chapter 14 & 15
Jones and Abes (2013)

Suggested
Evans et al. (2010, pp. 289-304) Chapter 16

Class Objectives:
1. To review social identity development theories and reflect on their importance in higher education
2. To apply social development theories to practice in higher education

Assignment Due: Reflection Paper Analysis
Must be turned into CourseDen and Turnitin.com

October 28, 2013: Social and Sexual Identity Development

Theories:
- Josselson’s Theory of Identity Development in Woman
- Cass’s Model of Sexual Orientation Identity Formation

Required Readings:
Evans et al. (2010, pp. 305-347) Chapter 17 & 18

Class Objectives:
1. To review social identity development theories and reflect on their importance in higher education
2. To apply social development theories to practice in higher education

November 4, 2013: No Class - SACSA

November 11, 2013: Application Project

Assignment Due: Paper and Poster
Must be submitted through CourseDen and TK20

November 18, 2013: Model of Multiple Dimensions of Identity
Theories:
  • Jones and Abes Model of Multiple Dimensions of Identity

Required Readings:
Jones and Abes (2013, pp. 166 - 212) Chapter 7 & 8

Class Objectives:
  1. To understand the role of multiple identities
  2. To identify our own multiple identities

November 25, 2013: Thanksgiving Break

December 2, 2013: Spirituality

Assignments Due: “Write Your Own Theory”
Must be turned into CourseDen and Turnitin.com

December 9, 2012: Final Exam
References


