**EDHE 515: College Student Development**

**Online: Thursday 6-7:30 PM PST  
Central Washington University**

**Spring 2017**

Dr. Jenna Hyatt

Office Hours: By Appointment

Phone, Email and Collaborate as requested

[hyattj@cwu.edu](mailto:hyattj@cwu.edu) (preferred)/ Outlook Link Instant Messenger/ Office# 509-963-1320

Although this is a 100% online course, please be encouraged contact me. Always feel free to have individual contact via an appointment.

**Course Description from the *CWU Course Catalog***

Theories of student development, and their applications in higher education student affairs programs, services, and activities. Emphasis will be placed on theories of psychosocial, cognitive, moral, environmental, and identity development (minority, traditional age and non-traditional), as well as theories of learning.

**Purpose of Course**

The purpose of this course is to gain an understanding of college student development theories and their application to various higher education settings. Discussion and analysis direct application of theories to practice. The knowledge base for this course is derived from current readings in the field of student and adult development theory student related campus culture and insights offered by students in the course.

**Course Objectives (Learning Outcomes)**

By the end of the course, each student should be able to:

1. Attain and demonstrate a solid understanding of student development theory and become conversant in the common theoretical language(s) used in the field.
2. Recognize both the potential applications and limitations of theoretical models, as they attempt to address significant diversity within undergraduate student population with regard to race, ethnicity, gender, sexual orientation and socio-economic status.
3. Develop into critical consumers of theoretical constructs and research claims, as conceptual connections are made between theory, research and practice application.
4. Demonstrate professional and graduate level written communication skills.
5. Observe and evaluate how student developmental theories are applied or not applied in actual student services planning, implementation and assessment.
6. Develop a set of definable ‘guiding principles’ for using student development theories in the context of leadership, ethics, and personal identity development.

**Assessment of Learning Outcomes include**

* Read and discuss key historical and emerging student development theories and apply theory to practice through case study analysis. (quiz and final exam)
* Engage in weekly written and oral discussions of merits, shortcomings, ‘connective threads’ and potential for further study generated by a review of the theoretical models and related research. (Class participation/attendance, quiz and final exam)
* Develop and present a class lesson on one of the theories and related research surrounding minority identity development.
* Written assignments using APA style.
* Presentation(s) allow for room for creative use of PowerPoint and other interactive activities.
* Choose, observe and critically evaluate one distinct student services program (min. 5 pg. APA style paper).

**Required Readings (e-copy accessible via CWU library)**

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.). Jossey-Bass.

**Recommended Readings**

Association, A. P. (2009). *Publication Manual of the American Psychological Association, 6th Edition* (6th ed.). American Psychological Assn.

Astin. A. W., (1993). *What matters in college*: *Four critical years revisited,* San Francisco: Jossey Bass.

Chickering, A.W. & Reisser, L. (1993). *Education and identity* (2nd Ed.). San Francisco: Jossey-Bass.

Keeling, R.P.& et.al. (2004) *Learning reconsidered: A campus-wide focus on the student experience*. Washington D.C.: ACPA and NASPA.

**On-line Delivery of EDHE 515**

The online delivery helps students work at their own pace on assignments in the comfort of their home or office, as applicable. It can develop important technical skills while working in a virtual community. More importantly it provides a pathway to realistically attain intended goals through completion towards a master’s degree at CWU. The concerns that students must manage of full online delivery include such issues as lack of face-to-face engagement with faculty and peers. Interaction with the instructor is critical and will be through the submission of course work, engagement during required assignments and responses using Canvas, email and scheduled appointments. Interaction with fellow classmates is built in through group work, discussions, postings and assignments.

**Workload of Course**

Coursework is comparable to that of required in traditional face to face courses. You can successfully complete this online course by spending approximately seven to eight hours per week on line. Keep in mind that this applies to the 10 week quarter term.

**Expectations & Grading**

As a graduate course, it is expected that students will be thorough in their preparation for class and participative in the course. The course grade is based on the following four elements:

1. **Exams**

**Final Exam (40%)**

Take home posted March 30 (first day of class) and due not later than Tuesday, June 6 by Noon PST

Rubric for grading provided with take home final.

Review this 8 hour talk by Brene’ Brown of her book “Rising Strong.”

Brown, B. (2015). Rising strong.

<https://www.youtube.com/watch?v=lTvnwv1W44E&list=PLe5fj1T-LvuuwITqYMtfZ2u04NEGE1yyU&index=17>

Review this entire 8 hour talk and infuse examples of two student development theories that relate to her discussion. Any questions pertaining to this exam are to be directed to the instructors. This is to be completed independently and without any assistance. Limit 4 pages (not including title or reference pages) written in APA format.

This assignment will begin March 30 and you will have until June 6 to complete this as your final.

**Case Study Analysis (**Answers should be in these 4 categories as headers for ease of grading)

1. ISSUES: What are the issues presented in the talk related to college students?

2. ADDITIONAL INFORMATION: What additional information must be collected and why?

3. THEORY APPLICATION: What theories might be relevant? Why and how would they be used? What role might these theories play in connecting this case to larger issues in higher education?

4. ACTION TAKEN: What course of action (short-term and long-term) ought to be taken based on her research and understanding of her theory?

**Rubric for Grading**

3 pts - Grammar, page length, and APA format

5 pts - Identified relevant issues of the case

5 pts - Identified additional information that is needed

10 pts - Theory Application: identified relevant theories to utilize

7 pts - Course of action is realistic and grounded in theory to practice

30 – Total

1. **Class Participation (15%)**

Engage in weekly written and oral discussions of merits, shortcomings, ‘connective threads’ and potential for further study generated by a review of the theoretical student development models and related research. Class participation/attendance. Weekly discussion board posts related to case studies read that week and related questions.

1. **Theory Presentation (25%)**

**Facilitation of a student development theory discussion and presentation as assigned**. Each student will be assigned to facilitate discussion, and presentation related to one or more of the theories being covered each week during the quarter. Submit all materials to Dr. Hyatt via [hyattj@cwu.edu](mailto:hyattj@cwu.edu) at least 2 days prior to your presentation to be uploaded to the Module of that week for class to review. PPT recordings by be needed if you are not able to present on your assigned presentation date.

* Submit a **one page summary** of assigned student development theory that includes summary of the salient points of the theory and use for practice.
* **Create and facilitate** a case study and discussionthat incorporates the specific theory.
* **Develop and present** a class lesson on one or more of the college student development theories and related research as assigned. Presentation with room for creative use of power point and other interactive activities.
* **Submit presentation material copies and one page summary** to the class for their collective resource library at least 3 days prior to your presentation date \*(does not apply to the students presenting on the first week, April 13)
* At least 20 min dedicated to this presentation in class but no more than 30 minutes due to time constraints of other students presentations. (Instructor will let you know specific time frame)
* **Submit a current article/journal review** related to your specific theory in higher education.

(APA Citation required)

**Rubric for Grading Presentation**

1. Acceptable Grammar and APA format (10 pts)
2. Demonstrated competency and understanding of material (10 pts)
3. Delivery of presentation materials was clear and concise (10 pts)
4. Case Study related to student development theory (20 pts)
5. Journal review submitted was relevant to the theory presented (30 pts)
6. Summary page of theory was relevant and supported theory main points (15 pts)
7. Student engaged class (5 pts)
8. **Paper (20%)**

Topic: Review YOUR own student development using college student development theory.

Identify YOUR own identity development and infuse theory to make meaning. At least 5 pages. Use as many theory’s that apply and give examples of your growth. APA citation required. Due May 29, 2016 by 11:59 PM PST posted on CANVAS

**Rubric for Grading Paper**

1. Acceptable Grammar and APA format (15 pts)

**Sections of the Paper must include:**

1. Introduction provided context and background of your identify development (10 pts)
2. Develop and evaluate YOUR own identity development and infuse theory to make meaning (35 pts)
3. Literature Review Section: articulate what scholars already have said about the area related to student development theory. Included theories considered for application of specific areas to consider further (20 pts)
4. Findings Section: articulate what literature teaches us (you) about your topic. Reviewed -Why is it relevant? Why not? (10 pts)
5. Discussion Section: Developed own ideas, claims and additional questions based on literature. (10 pts)

**CANVAS**

When you log on to CANVAS and open EDHE 515, you will notice a number of tabs with different titles. First review the tabs on the course main screen before proceeding. I will post announcements with reminders about assignments and due dates periodically. Make sure to check for announcements several times a week. To log on to CANVAS, go to <https://courses.cwu.edu>. Please contact the course instructor about course content or assignments, not the help desk.

***Class Attendance***   
Attending the online discussion in Blackboard Collaborate Thursdays 6PM-7:30PM PST is essential. Since many class sessions will involve lecture and presentations, absences cannot be made up.

***Collaborate Participation***

Each week, we will meet for a two-hour session on Collaborate. The instructor will facilitate an interactive presentation related to the week’s subject matter. Collaborate operates like a typical face-to-face classroom; therefore, there will be ample opportunity to ask questions, ‘converse’ with fellow students, and participate. As assigned students will be presenting materials and lectures as well.

***Discussion Board Posts***

To provide framework for content and readings, the instructor will prepare guiding questions**.** Each student is responsible for making **at least one post**, in response to a guiding question; and**, responding to at least two posts** **from fellow classmates**. Original posts should be thorough in their exploration of the readings (roughly about a ½ page of text). Response posts will likely be shorter but should still be substantive; simply saying you agree or disagree with your classmate’s posting is not considered substantive. The Discussion Boards will support our effort to be scholarly in making and evaluating claims and will greatly enhance our understanding of the readings. Initial posts for each week’s discussion are due by 11:59 p.m. PST on Sundays, and (at least) two follow up posts to your classmates are due by 11:59 p.m. PST on Wednesdays. You can complete your original posts well before Sunday as you so choose. I have added the due dates in each discussion board highlighted in green for your reference. It might help to think of the weeks as Friday through Thursday. So for instance, Thursday night we will go over information in Module 1, which you were to review ahead of time. Then Friday morning we start week 2, and you have Friday – Sunday to review all the information Module 2 and post your initial discussion board post by that night. Then, Monday-Wednesday you are discussing with your fellow classmates your thoughts on the discussion board questions, the information in Module 2, and the required reading for that week. Then at class on Thursday night we end the week with a class discussion utilizing the PowerPoints in the module, which can be a class lesson I believe or one of your fellow classmates’ presentations. On Friday morning we start a new week and begin reviewing all the files and information in Module 3 and start the cycle over again.

***Articles for Discussion in Class***

There may also be journal articles posted for reading prior to class discussion. These are intended to compliment the book chapters and any other outside reading you find in your own research on the various theories. Please have them read before the class meeting discussion dates so that you can participate and contribute to our discussions. If by chance you discover articles relevant to college student development theory, please share with the class.

**Grading**

All assignments will be graded on a point basis and final grades will be determined as follows:

94 – 100 A

90 – 93 A-

87 – 89 B+

84 – 86 B

80 – 83 B-

77 – 79 C+

74 – 76 C

70 – 73 C-

67 – 69 D+

64 – 66 D

60 – 63 D-

<60

A = Outstanding achievement. Unusually complete command of the course content; exceptionally

high level of scholarship.

A- = Excellent achievement. Very thorough command of course content; very high level of

scholarship.

B+ = Very good achievement. Thorough command of course material.

B = Good achievement. Solid, acceptable performance.

B- = Fair achievement. Acceptable performance.

C+ = Not wholly satisfactory achievement. Marginal performance on some aspects of the requirements.

C = Marginal achievement. Minimally acceptable performance on course assignments.

C- = Unsatisfactory achievement. Inadequate knowledge of course content.

**Technical Support**

If you have technical questions or problems with Canvas during the quarter or are unsure if your system is sufficiently up –to-date to handle Canvas, contact the academic computing help desk at 509-963-2001. Help desk normal hours are M-F 7:00 AM – 5:00PM PST. Evening hours are M-Th from 5:00PM – 10:00 PM PST. Sundays you can reach the help desk from 1:00 PM – 10:00 PM PST.

In order to successfully participate in the online course you need a computer with Internet access. High speed access is preferred. A dial up will be a concern for some of the files, webcasts and photos are fairly large. You will need access to MS Office Word and PowerPoint. Collaborate in blackboard is required for class participation. Questions: <http://www.cwu.edu/online-learning/canvas-help-and-support-students>

**Disability Support Services**

My commitment is to be accessible to everyone. If you have special needs that may require modification of instruction or assessment, please notify me and/or contact the Center for Disability Services (CDS). Visit the CDS office website for eligibility requirements at: http://www.cwu.edu/disability-support/ or call 509.963.2214.

**Academic Misconduct**

Academic dishonesty is not tolerated; it is unethical and the antithesis of education and leadership. If found compromising the expectation of honest coursework, you will be referred to the Dean of Student Success office immediately. It is within the discretion of the instructor to fail a student if there is academic misconduct.

*The following information is taken directly from the CWU Student Conduct Code.*

A student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

A. disruptive and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies;

B. academic dishonesty in all its forms including, but not limited to:

1. cheating on tests;

2. copying from another student's test paper;

3. using materials during a test not authorized by the person giving the test;

4. collaboration with any other person during a test without authority;

5. knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of an unadministered test or information about an unadministered test;

6. bribing any other person to obtain an unadministered test or information about an unadministered test;

7. substitution for another student or permitting any other person to substitute for oneself to take a test

8. "plagiarism" which shall mean the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit;

9. "collusion" which shall mean the unauthorized collaboration with any other person in preparing work offered for credit.

**College Student Development EDHE 515**

**Spring 2017 Schedule**

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| **Date** | **Topic** | **Required Readings for the class date** | **Assignments** |
| **March 30**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 1** | **Course orientation and introductions**  **Introduction to Student Development Theory**  -History -Overview of Theories  **Assigned student theory presentation date and theory** | Chapter 1: p. 1-21 in Evans, et al *Student Development in College* | Discussion Forum Posts  **Final distributed March 29**  **and**  **due June 6** |
| **April 6**  **No Blackboard Collaborate session**  **Review assignments in Module 2**  **WEEK 2** | **Student Development Theory Application**  **Introduction to Cognitive Theories**  **Example of Presentation: Dr. Hyatt** | Chapter 2: p. 22-46 and Chapter 5: p. 82-98 in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Presentations in Module and/or within Blackboard Collaborate Recording tab* | Discussion Forum Posts |
| **April 13**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 3** | **Student Theory Presentations:**  1) Cognitive: King & Kitchners  PRESENTER: Becky Qiao  2) Cognitive: Kohlberg PRESENTER: Amber Eubanks | Chapters 6-7: p. 99-135 and Chapter 10: p. 176-193 in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Student Presentations as announced* | Discussion Forum Posts |
| **April 20**  **Thursday 6-7:30PM PST**  **Collaborate session**  **WEEK 4** | **Student Theory Presentations:**  3.) Cognitive: Gilligan  PRESENTER: Michael Ward  **Introduction to Psychosocial Theories**  4)-Phinney and Cross/Fhagen  Discussion- Joe Smith  **Student Theory Presentations:**  5) Psychosocial: Chickering  PRESENTER: Celeste Stroup | Chapters 13 – 16: p. 233-304 in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Student Presentations as announced* | Discussion Forum Posts |
| **April 27**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 5** | **Student Theory Presentations:**  6) Psychosocial: Erikson  PRESENTER: Sebastian Niles  7) Psychosocial: Josselson  PRESENTER: Juan Pore  8) Psychosocial: Cass  PRESENTER: Marissa Anthony | Chapters 3-4: p. 47-81 and Chapters 17-18: p. 305-346 in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Student Presentations as announced* | Discussion Forum Posts |
| **May 4**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 6** | **Student Theory Presentations:**  9) Psychosocial: Fassinger PRESENTER: Jason Arrosmith  10) Identity Development: Schlossberg PRESENTER: Deron Dahlke  11) Identity Development: Fowler PRESENTER: Alan Loveless | Chapters 11-12: p. 194-226 in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Student Presentations as announced* | Discussion Forum Posts |
| **May 11**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 7** | **Introduction into Typology**  12) Myers-Briggs  PRESENTER: Francis Phuong  **Student Theory Presentations:** 13) Typology: Kolb PRESENTER: Yaniv Koblentz  **Introduction into Person-Environment theories**  **Student Theory Presentations:** 14) Person-environment: Sanford  PRESENTER: Ashley Manjarrez | Chapters 8-9: p. 136-175  in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Student Presentations as announced* | Discussion Forum Posts |
| **May 18**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 8** | **Introduction into Student Involvement theories**  **Student Theory Presentations:** 15) Student Involvement: Astin PRESENTER: Valeria Calvario  16) Student Involvement: Pascarella/Terrezini PRESENTER: Mai Truong  17) Student Involvement: Dewey  PRESENTER: Jessica Wallack | Part Five: p. 347-372 in Evans, et al *Student Development in College*  *Review*  *Pre-Recorded Student Presentations* | Discussion Forum Posts |
| **May 22**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 9** | **Introduction into Retention theory category**  **Student Theory Presentations:**  18) Retention: Tinto PRESENTER: Crystal Weddington  19) Capstone of the first 4 weeks  PRESENTER: Stevie Minder  20) Capstone of the last 4 weeks  PRESENTER: Jessica Murillo-Rosales  **Generational Theory Discussion- Dr. Hyatt** | Review Generational Theory Presentation  (Pre-recorded)  *Review*  *Pre-Recorded Student Presentations* | Discussion Forum Post  **Paper (20%) Due May 29 by  11:59 PM PST posted on CANVAS** |
| **May 29**  **Thursday 6-7:30PM PST Collaborate session**  **WEEK 10** | **Boleman & Deal: Reframing Organizations- Dr. Hyatt**  **Prep for Final**  **Conclusion and Finalize Course** |  | **Final (35%) Take Home Final distributed March 29 Due by June 6 11:59PM PST** |