



UNIVERSITY OF SOUTHERN CALIFORNIA
Rossier School of Education
EDHP 687: Student Development in Higher Education
Fall 2013 – Syllabus
(Revised 08/27/13)

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CLASS LOCATION: WPH 103
Time: Tuesdays, 4:15 – 6:55 PM
Section Number: 270268
Blackboard site: <http://blackboard.usc.edu>

Course Description:

The content of this course will provide students with a foundation in the basic principles of adult and human development as applied to post-secondary education.

As educational scholars and student affairs practitioners, we seek to understand and facilitate the development of college students. Considering the importance of this role, knowledge of developmental theory and research is an important dimension in the preparation of scholars and practitioners alike. Overall, the literature and research on college students reflects the sociocultural and psychosocial experiences of people in the United States. Hence, the intent of this course is to provide:

1. A framework for connecting the observations we make to intentional interventions in our educational setting;
2. A common language for communicating the purpose of these interventions, programs and, subsequent, impact of college on students' growth;
3. And finally, developing a broader understanding of triadic reciprocity, the constant relationship between the person, the person's behavior, and the environment.

Course Objectives:

1. To provide basic knowledge of adult development principles and theory as applied to a college setting.
2. To critically examine the interdependent, moral, relational, racial/ethnic, and gender dimensions, which likely confound fundamental understandings of human development.
3. To examine the limitations of theory and research
4. To assist students in analyzing practical situations in view of human relations and motivational theories.
5. To apply adult development theories to 'real life' scenarios through case study analysis.
6. To provide students with the opportunity to share practical work experience in light of the course content.

Required Texts:

Chavez, A., & Sanlo, R. (2013). *Identity and Leadership: informing our lives, informing our practice*. Washington D.C.: National Association of Student Personnel Administration.

Evans, N., Forney, D., & Guido-Dibrito, F. (2010). *Student development in college: Theory, research, and practice*. San Francisco, CA: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students*. San Francisco: Jossey

Torres, V., Howard-Hamilton, M. F., & Cooper, D. L. (2003). Identity development of diverse populations: Implications for teaching and administration in higher education. *ASHE-ERIC higher education report*, 29(6).

Suggested Text:

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Required Articles: Note: on USC BlackBoard (Bb/ARES) <http://blackboard.usc.edu/> until uploading of articles is completed on ARES at USC Library Services per copyright requirements <http://libguides.usc.edu/content.php?pid=20343>

Astin, A. (1999). Student Involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.

Brent et al. (2006). College student mental health and special populations: Diversity on campus. In Benton S.A. & Benton, S.L. (Eds.), *College student mental health: Effective services and strategies across campus* (pp. 213-232). United States: NASPA.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32, 513-531.

Brown, E.A. (2007). Students talk about why they pray. *Bostonia*, 4, 20-25.

Carter, K. A. (2006). Transgenderism and college students: issues of gender identity and its role on our campus. In M.E. Wilson & L.E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 379-390). United States: Pearson Custom Publishing.

Closson, R. B. & Henry, W. J. (2008). The social adjustment of undergraduate white students in the minority on a historically black college campus. *Journal of College Student Development*, 49(6), p. 517-534.

Coomes, M.S. (1994). Using student development to guide institutional policy. *Journal of College Student Development*, 35, 428-437.

D'Augelli, A. R. (2006). Identity development and sexual orientation: Toward a model of lesbian, gay and bisexual identity. In M.E. Wilson & L.E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 393-403). United States: Pearson Custom Publishing.

Davis, T., & Laker, J. A. (2004). Connecting men to academic and student affairs programs and services. *New directions for student services*, 107, 47-57.

Dickerson, D. (2006). Legal issues for campus administrators. In Benton S.A. & Benton, S.L. (Eds.), *College student mental health: Effective services and strategies across campus* (pp. 35-119). United States: NASPA.

- DiRamio, D., Ackerman, R. & Mitchell, R. L. (2008). From combat to campus: Voices of student veterans. *NASPA*, 45 (91), 73-102.
- Dalton, J. C., & Crosby, P. C. (2010) "When Faith Fails: Why nurturing purpose and meaning are so critical to student learning and development in college. *Journal of College & Character*. 11 (3), p.1-5.
- Edwards, K. E. & Jones, S. R. (2009). "Putting my man face on": A grounded theory of college men's gender identity development. *Journal of College Student Development*, 50 (2). P. 210-228.
- Fassinger, R. E. (1998). Lesbian, gay and bisexual identity and student development theory. In R. L. Sanlo (Ed.), *Working with lesbian, gay bisexual, and transgender college students* (pp.13-22). Westport, CT: Greenwood Press.
- Fowler, J. (1997). Moral stages and the development of faith. In J. C. King & K. D. Arnold (Eds.), *College Student Development and Academic Life: Psychological, Intellectual, Social and Moral Issues* (pp. 160-190). New York: Routledge.
- Gercken-Hawkins, B. (2003). "Maybe you only look white." *American Indian Quarterly*, 27 (1/2), P. 200-202.
- Greenberg, E. & Weber, K. (2008). An amazing and powerful generation. In *Generation We* (pp. 18-57). Emeryville, CA: Pachatusan.
- Griffin et al. (2008). Making campus activities and student organizations inclusive for racial/ethnic minority students. In Harper, S. (Ed.), *Creating inclusive campus environments* (pp.121-138). United States: NASPA.
- Harper, S. R., Harris, F., & Mmeje, K. C. (2005). A theoretical model to explain the overrepresentation of college men among campus judicial offenders: Implications for campus administrators. *NASPA*, 42(4), 565-588.
- Holcomb, G. L., & Nonneman, A. J. (2004). Faithful change: Exploring and assessing faith development in Christian liberal arts undergraduates. *New directions for institutional research*, 122, 93-103.
- Horse, P. G. (2005). Native American Identity. *New Directions for Student Services*, 109, p. 61-68.
- Jones, L., Castellanos, J. & Cole, D. (2002). Examining the ethnic minority student experience at predominantly white institutions: A case study. *Journal of Hispanic Higher Education*, 1, 19-39.
- Junco, R., & Matrodocasa, J. (2007). Impact of the net generation on the practice of student affairs. In *Connecting to the net.generation* (pp. 85-103). Washington: NASPA.
- Junco, R., & Matrodocasa, J. (2007). Research on the net generation and how technology influences student development. In *Connecting to the net.generation* (pp. 41-63). Washington: NASPA.
- Kim, J. (2006). Asian American identity development theory. In M.E. Wilson & L.E. Wolf-Wendel (Eds.), *ASHE Reader on College Student Development Theory* (pp. 281-293). United States: Pearson Custom Publishing.

- Kiessling, M. K. (2010). Spirituality as a Component of Holistic Student Development: Perspectives and practices of student affairs professionals. *Journal of College & Character* 11(3), p. 1-10.
- Komives, S. R., Owen, J. E., Longerbeam, S. D., Mainella, F. C., Osteen, L. (2005). Developing a leadership identity: A grounded theory. *Journal of College Student Development*, 46(6), p. 593-611.
- LaCounte, D. W. (1987). American Indian students in college. *Responding to the needs of today's minority students*, 58, 65-79.
- Love, P. G. & Guthrie, V. L. (1999). King and Kitchener's Reflective Judgment Model. *New Directions for Student Services*, 88, p. 41-51.
- Love, P., & Talbot, D. (1999). Defining spiritual development: A missing consideration for student affairs, *NASPA*, 37(1),
- Lowe, S. C. (2005). This is who I am: Experiences of Native American Students. *New Directions for Student Services*, 109, p. 33-40.
- Morgan, E., & Farber, B. (1982). Toward a reformulation of the Eriksonian model of female identity development. *Adolescence*, 17(65), 199-211.
- Petitpas, A. J., Brewer, B. W. & Van Raalte, J. L. (1996). Transitions of the student –athlete: Theoretical, empirical, and practical perspectives. In E. F. Etzel, A. P. Ferrante, & J. W. Pinkney (Eds.), *Counseling college student-athletes: Issues and interventions* (2nd ed., pp. 137-156).
- Root, M. P. (2000). A bill of rights for racially mixed people. In Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., (Eds.), *Readings for diversity and social justice: An anthology on racism, anti-semitism, sexism, heterosexism, ableism, and classism* (pp. 120-126). New York: Routledge.
- Root, M. P. (2005). Resolving “other” status: Identity development of biracial individuals. In M.E. Wilson & L.E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory* (pp. 269-279). United States: Pearson Custom Publishing.
- Simons, H. D., Van Rheenen, D. & Covington, M. V. (1999). Academic motivation and the student athlete. *Journal of College Student Development*, 40(2), 151-162.
- Taub, D.J. & McEwen, M.K. (2006). Decision to enter the profession of student affairs. *Journal of College Student Development*, 47(2), 206-216.
- Widick, C., Parker, C. A., & Knefelkamp, L. (1978). Erik Erickson and psychosocial development. *New Directions for Student Services*, 4, 1-17.

Statement for Students with Disabilities:

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. -5:00 p.m., Monday through Friday. The phone number for DSP is (213)740-0776. Email: ability@usc.edu. Website: www.usc.edu/ability

Grading:

Clarity of expression in class discussions and in written work is highly valued, as are assignments turned in on time. Assignments turned in after the due date will be penalized by one letter grade. Assignments will not be accepted if more than one week late.

Explanation of Letter Grades:

- A Outstanding achievement. Unusually profound command of the course content; exceptionally high level of scholarship and excellence.
- 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 course requirements.
- C Marginal achievement. Minimally acceptable performance on course assignments.
- C- Unsatisfactory achievement. Inadequate knowledge of course content.

Simply meeting the instructors' expectations constitutes "B" work; going above and beyond is "A" work; and failing to meet the minimum expectations will result in a grade of "C" or lower.

Grading Scale:

A = 94-100	A- = 90-93	B+ = 87-89
B = 84-86	B- = 80-83	C+ = 77-79
C = 74-76	C- = 70-73	D = 65 - 69
F = < 65		

Incompletes:

Incompletes (INs) are highly discouraged and will be considered only in the most extreme and unforeseen circumstances. The University policy on incompletes is as follows (from the USC Catalogue):

Incomplete: work not completed because of documented illness or some other emergency occurring after the twelfth week of the semester. Arrangements for the incomplete and its removal must be initiated by the student and agreed to by the instructor prior to the final examination. Student requests for the mark of IN before the twelfth week of the semester will be denied. If an incomplete is assigned as the student's grade, the instructor will specify to the student and the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when computing the final grade. A student may remove the IN only by completing the work not finished *as a result of illness or emergency* (emphasis added). One calendar year is allowed to remove the mark of IN in courses numbered 500

and higher. If the IN is not removed within the designated time limit, the course is considered “lapsed” and the grade is changed to an IX. Lapsed incompletes count as “F” grades at USC.

In the event the instructors approve an incomplete, a written contract will be completed which details what is required for course completion and a projected schedule of completion.

Academic Integrity:

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for intellectual property of others; the exception that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 10.00: <http://web-app.usc.edu/scampus/university-student-conduct-code/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Writing Style:

All assignments must be typed and should conform to the style and reference notation format outlined in the *Publication Manual of the American Psychological Association, Fifth Edition* (2001). The APA manual is a required text for this course, and an essential tool for survival in graduate school. Please study it carefully and refer to it often. If you are unsure about certain APA formatting and citation rules, refer to the manual. Even if you think you are sure, still double-check the manual. Points will be deducted from your papers if they are formatted incorrectly. Paragraphs should be well developed. Poor grammar, sentence structure, and spelling will lower your grade.

Please double-space all assignments, and staple your papers before coming to class. Use a standard font (Times New Roman, Arial, Tahoma), 12-point font with one-inch margins on all sides of the paper. Please do not alter the margins. Students are strongly encouraged to submit their assignments via Blackboard submission process on or before the due date PRIOR to the class session.

Course Assignments:

I. Class Participation (5 points)

This class will consist of presentations by the instructor and others, case studies, small and large group class discussions, experimental group work, and other teaching strategies. Members of the class will be expected to keep up with reading assignments and to demonstrate their knowledge and preparedness by the quality of their class participation, discussion of salient issues, raising relevant questions, and articulation of problems emerging from the readings, case studies, and class discussions. Because of the interactive nature of the class, attendance at each session is crucial to maximum learning.

II. Identity and Leadership Paper (5 points):

This paper is a chance to convey your understand on theory through application. After having read the Chavez and Sanlo text, you will be expected to select an essay (the choice is entirely up to you) and write a 3-5 page paper analyzing the development of the essay author according to one of the theories we have covered in the course. This paper will be evaluated base on the appropriateness of the theory selected, your ability to demonstrate an understanding of the theory you selected and the quality of your writing. As with all major assignments in this course, a grading rubric will be provided.

III. Group Theory Presentation (20 points):

The purpose of this assignment is to develop a strong grounding in one of the dominant theories in college student development and then to extend that theoretical perspective into a student population where cutting edge research is currently being conducted.

The literature in student development theory is growing at a dramatic rate as long-established theories are either (1) challenged or (2) extended into student populations previously excluded or overlooked. This assignment should help students (1) develop expertise and competence in a particular theoretical framework while (2) being exposed to contemporary research on student development theory.

Small teams will (1) select a particular student development theory from the syllabus and (2) a student population they want to examine through the lens of that theory. Student groups will teach a one hour lesson in class addressing how one student development theory helps us understand the student population they have chosen to study.

Teams will turn in a lesson plan and copies of all materials being utilized to the instructor at the beginning of their presentation. Teams will also be required to send an electronic copy of PowerPoint slides to the instructor for posting on Blackboard. The content of the lesson should be engaging in style and include a critical review of theoretical and research-based literature addressing the theory and the student population. It should also include a set of recommendations for the design of effective theory-to-practice interventions. The evaluation of group presentations will be based on the answers to these questions:

1. Did the team present a strong overview of the chosen student development theory? (5 points)
2. Did the team consider theoretical models and related studies that specifically addressed the selected population, and critically review theory and research literature relevant to its chosen population? (5 points)
3. Did the team develop a clear set of recommendations for theory-to-practice interventions? (5 points)
4. Did the team utilize a strategically designed lesson plan that included stated learning outcomes, engaging teaching tactics, and formal means of assessing student learning? Did the team involve all members of the team equally and did the presentation conform to the time allotment? Did the team submit a lesson plan and other materials to the instructor? (5 points)

IV. Case Study Presentation (15 points):

You will have the opportunity as a group to present your solutions to the class during one of several pre-selected cases. Your recommendations must be based on student development theory. Most cases will be taken from either Brown, O.G., Hinton, K.G., & Howard-Hamilton, M. (Eds.) (2007) or Stage, F.K. & Dannells, M. (Eds.) (2000). You will have approximately 30 minutes to identify areas that require problem solving and your theory related recommendations. A short summary of theorist/theories and recommendations is required. Presentations will be graded on the accuracy of problem identification and the application of relevant theories in providing viable solutions. Going over your allotted time will negatively impact your grade.

1. Did the team present a strong overview of the chosen student development theory/theories? (3 points)
2. Did the team accurately identify the problem(s)? (3 points)
3. Did the team make a clear connection between the theory and problem? (3 points)
4. Did the team develop a clear set of recommendations for theory-to-practice interventions grounded in the theory and the literature? (3 points)

5. Did the team involve all members of the team equally and did the presentation conform to the time allotment? (3 points)

V. Two Part Student Development Theory Paper (40 points):

Part I (10 points)

The purpose of this assignment is for students to examine their college experience from a “grounded” perspective. Initially, you will submit a 3-5 page reflection paper analyzing and explaining your development during your undergraduate experience. Consider the following questions:

1. How did you change from the time you entered college until your graduation?
2. What factors in the college environment do you think had the greatest impact on your development?
3. Who were the people (i.e. peers/ family/faculty/staff/others who had the greatest influence on your identity development?) What did they do to help you become who you are today?
4. What was the most important revelation about yourself that you discovered during your undergraduate experience?

Based on your story, draft a student development theory that reflects the major ideas or themes in your story. Organize the themes into a “picture” of development using your data to explain the themes you’ve identified. These papers will be evaluated in light of the depth of reflection and quality of writing. The papers may be written somewhat informally and in the first person, but should still utilize proper grammar.

Part II (30 points)

The purpose of this assignment is for you to examine your “grounded” analysis of your undergraduate experience and critically apply relevant theories to this analysis. To accomplish this purpose, revise your initial reflection paper, framing your developmental process in terms of two or three developmental theories, and citing at least five sources. This paper should be 5-7 pages max./double spaced. The following questions will be considered in evaluating papers:

1. Did the student provide a critical analysis of their first reflection paper in terms of two or three developmental theories? (10 points).
2. Did the student demonstrate an in-depth understanding of the theories and connect the theories to their experiences? (10 points)
3. Did the student appropriately cite at least five scholarly sources? (5 points)
4. Did the student write a strong paper in terms of organization, style, and grammar? Did it appropriately utilize APA style? (5 points)

VI. In- Class Exam (15 points):

Students will be given one hour to complete a brief written exam in order to assess their ability to convey their understanding and application of the theories they have covered thus far in the course.

Graded Assignments Breakdown:

Assignment	Points	Percentage	Due Date
Class Participation	5 points	5%	weekly
Initial Theory Paper	10 points	10%	9/10/13
Identity & Leadership Paper	5 points	5%	11/05/13
Group Presentation	20 points	20%	weeks 5 &6
In Class Exam	15 points	15%	10/22/13
Case Study	15 points	15%	weeks 13 & 14
Final Reflection Paper	30 points	30%	12/10/13
TOTAL	100 points	100%	

TENTATIVE COURSE SCHEDULE (subject to revision)

Class	Topic	Reading	Assignments Due
WK 1 8/27	Overview of the Course Introductions Learning Outcomes and Expectations Video: Higher Learning Part #1	Syllabus	Artifact Discussion
WK 2 9/03	Understanding and Using Student Development Theory Important Historical Influences Video: Higher Learning Part #2	Evans Chapters 1 & 2 P & T Chapter. 2	
WK 3 9/10	Foundational Theories	Morgan & Farber (Bb/ARES) Evans Chapters 3,4 & 5 Widick et al. (Bb/ARES)	*Reflection Paper # 1 Due * Guest Speaker TBA
WK 4 9/17	Foundational Theories Cont.	Evans Chapters 6,7,& 8 P & T Chapters 4 & 7 Love (1999) - King & Kitchener (Bb/ARES)	
WK 5 9/25	Social & Racial Identity Development:	Torres (Bb/ARES) (pp.1- 48) Evans Chapters 13 &14 Closson (Bb/ARES) Jones (Bb/ARES)	*Group Presentations* Afro American & Caucasian Latino Asian
WK 6 10/01	Social & Racial Identity Dev. Cont. Multi-Racial Identity Development	Torres (Bb/ARES) (pp.49- 78) Evans Chapter 16 LaCounte (Bb/ARES) Kim (Bb/ARES) Gereken-Hawkins (Bb/ARES) Horse (Bb/ARES) Lowe (Bb/ARES) Root, 2005 (Bb/ARES) Root, 2000 (Bb/ARES) Griffin et al. (Bb/ARES) Patton (Bb/ARES)	*Group Presentation* Asian Native American Biracial & Multi Racial
WK 7 10/08	Ethnic Identity Development & Acculturation Identity and Leadership	Evans Chapter 15 Chavez & Sanlo text	
WK 8 10/15	Sexual & Gender Identity Development	Evans Chap. 17 & 18 Davis & Laker (Bb/ARES) Edwards & Jones (Bb/ARES) Harper et al. (Bb/ARES) Whitt et al. (Bb/ARES)	Guest Speaker TBA

		Baca Zinn et al. (Bb/ARES) D'Augelli (Bb/ARES) Carter (Bb/ARES) Fasinger (Bb/ARES) Worthington et al (Bb/ARES)	
WK 9 10/22	Integrative Theories: Ecological	Evans Chapter 9 Bronfenbrenner (Bb/ARES)	*In Class Exam* (one hour)
WK 10 10/29	Cognitive-Structural Theories Faith & Spiritual Development:	Fowler (Bb/ARES) Love & Talbot (Bb/ARES) Holcomb & Nonneman (Bb/ARES) Brown (Bb/ARES) Kiessling (Bb/ARES) Dalton & Crosby (Bb/ARES)	Guest Presenter: TBA
WK 11 11/5	Integrative Self Authorship Guest Speaker; TBA	Evans Chapter 10	*Identity & Leadership Paper Due*
WK 12 11/12	Psychosocial and Identity Development Schlossberg's Transition Theory and Special Populations Student Athletes & Veterans	DiRamio & Mitchell (Bb/ARES) Petitpas et al (Bb/ARES) Simons et al (Bb/ARES) Evans Chapter 12	
WK 13 11/19	Application of Theory in Practice	Evans Chapter. 19 Astin (Bb/ARES) Komives (Bb/ARES)	*Case Study Presentations*
WK 14 11/26	Application of Theory in Practice	Evans Chapter 20 Coomes (Bb/ARES) Torres (Bb/ARES) (pp. 79- 106)	*Case Study Presentations*
WK 15 12/3	Synthesis and Reflections Student Development Theory in Action The Net Generation Student Learning Outcomes Mental Health Issues Students with Disabilities Utilizing Student Development Theory in the Classroom	NASPA Impact on Student Development (Bb/ARES) NASPA Impact on Student Affairs Practice (Bb/ARES) Brent et al. (Bb/ARES) Dickerson (Bb/ARES) Greenberg (Bb/ARES)	*Final Reflection Paper Due* 12/10/13 Course Evaluations