

**Department of Educational Administration
College of Education
The University of Texas at Austin**

**EDA 391E, The College Student
Spring 2009
09815**

- Instructor:** Dr. Sherri L. Sanders, Deputy to the Vice President for Diversity and Community Engagement
Clinical Associate Professor,
Department of Educational Administration,
Higher Education
- Class Time/Place:** Monday, 4:00-7:00 p.m., GEA 127
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COURSE DESCRIPTION

This is a three-hour graduate course designed to provide those who work or plan to work in postsecondary educational institutions with an understanding of the student population in contemporary colleges and universities. Specific attention is given to various theory sets including psychosocial, racial identity development, cognitive, and typology theories as well as the impact of campus environments and experiences on student development and learning.

COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. identify the changing characteristics of students who enroll in America's 5000 colleges and universities.
2. analyze ways colleges and universities adapt to increasingly diverse student populations.
3. identify and describe the major theories of college student development.

4. apply developmental theory to organizational settings, describing how higher education institutions can facilitate student development.
5. analyze and evaluate the impact that the college experience has on students, including such outcomes as cognitive skills, psychosocial changes, values, attitudes, and career choice.
6. identify institutional and individual factors related to student retention and matriculation.
7. analyze the issues and concerns of various student communities on college campuses.
8. describe the responses of these student communities to traditional higher education settings, and identify needed alterations to make the college experiences more meaningful for such groups of students.
9. examine latest research on evaluating the campus climate.

REQUIRED READINGS

Evans, N.J., Forney, D.S., Guido-DiBrito, F. (1998) Student development in college: Theory, research, and practice. San Francisco: Jossey-Bass. (Available at University Co-op)

Wijeyesinghe, C.L., Jackson, B.W. (2001) New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology. New York City: New York University Press. (Available at University Co-op and amazon.com)

Additional reading material will be included in the course packet available at the University Co-op. Students will need to purchase a new course packet from the University Co-op, as opposed to a used copy, due to changes in course material from prior semesters.

Please bring your book(s) and other readings to each class.

USEFUL WEB RESOURCES:

- American College Personnel Association: <http://www.acpa.nche.edu>
- American Council on Education: <http://www.acenet.edu>
- American Association for Higher Education: <http://www.aahperd.org/aahe/>
- Association of American Universities: <http://www.aau.edu/>
- American Association of University Professors: <http://www.aaup.org/>
- Association of Governing Boards: <http://www.agb.org/>
- Association of Institutional Research: <http://airweb.org/>
- Association for the Study of Higher Education: <http://www.ashe.ws/>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>
- Council for Higher Education Accreditation: <http://www.chea.org/>
- National Association of College and University Business Officers: <http://www.nacubo.org/>
- National Association of Diversity Officers in Higher Education: <http://www.nadohe.org/>
- National Association of State Universities and Land Grant Colleges: <http://www.nasulgc.org/>
- National Association of Student Personnel Administrators: <http://www.naspa.org/>
- National Center for Public Policy and Higher Education: <http://www.highereducation.org/>

- Southern Association of Colleges and Schools: <http://www.sacs.org/>
- Southern Association of Colleges and Schools Commission on Colleges: <http://www.sacscoc.org/>
- Texas Higher Education Coordinating Board: <http://www.thecb.state.tx.us/>

DATE	TOPIC
January 26	<p>Course Introduction and Overview: Why Study the College Student?</p> <p>The Changing College Student Profile</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> - Course Packet - "The Changing College Student Profile"
February 2	<p>Introduction to Student Development and Student Development Theory</p> <p>Psychosocial and Identity Development Theories (Chickering and Josselson)</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> - Student Development Book - Chapters 1, 2, 3, 4
February 9	<p>Campus Climate and Student Panel</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> - State of Lesbian, Gay, Bisexual, Transgender, Queer Affairs Report (On Blackboard and at http://www.queertx.org/report/index.html) - Course Packet – “Campus Climate”
February 16	<p>Psychosocial and Identity Development Theories (Gay, Lesbian, and Bisexual Identity Development, and Schlossberg)</p> <p>Psychosocial and Identity Development Theories – Racial and Ethnic Identity Development Theories (Cross and Jackson – Black and African American Identity Development)</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> - Student Development Book – Chapter 5, 6, and 7 - Racial Identity Development Book – pp. 8-31 (Jackson) - Course Packet – “Coming Out in College: The Struggle for a Queer Identity”

February 23	<p>Dr. LaToya Hill, Assistant Dean of Students – “Rethinking Multiple Identity Development: Racial and Sexual Identity Development of African American GLB Students at a Religiously Affiliated HBCU”</p>
	<p>Writing Seminar</p>
	<p><u>Readings</u></p>
	<p>- On Blackboard, Hill Chapters 1 and 2</p>
	<p>STUDENT COMMUNITY TOPICS, A RELATED RESEARCH ARTICLE, AND ONE PAGE ABSTRACT DUE</p>
March 2	<p>Psychosocial and Identity Development Theories – Racial and Ethnic Identity Development Theories (Helms and Hardiman – White Identity Development, Kim – Asian American Identity Development, Ferdman and Gallegos – Latina/o Identity Development)</p>
	<p><u>Readings</u></p>
	<p>- Racial Identity Development Book – pp. 32 – 66 (Ferdman and Gallegos), pp. 67–90 (Kim), pp. 108 – 128 (Hardiman)</p>
March 9	<p>Psychosocial and Identity Development Theories – Racial and Ethnic Identity Development Theories (Wijeyesinghe – Multiracial Identity Development)</p>
	<p>Cognitive-Structural Theories (Perry, Kohlberg)</p>
	<p><u>Readings</u></p>
	<p>- Racial Identity Development Book – pp. 129–152 (Wijeyesinghe) - Student Development Book – Chapter 8 and 10</p>
March 16	<p>Spring Break- No Class</p>
March 23	<p>Student Communities</p>
	<p>Cognitive-Structural Theories (Gilligan)</p>
	<p><u>Readings</u></p>
	<p>- Course Packet - "Student Community" - Student Development Book – Chapter 11</p>

March 30	<p>Typology Theories (Kolb, Holland, and Myers-Briggs)</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> - Student Development Book – Chapters 12, 13, and 14 <p>ASSIGNMENT #1 DUE ON DATE OF THEORY PRESENTATION</p> <p>ASSIGNMENT #2 DUE</p>
April 6	<p>Reflecting on Theory to Practice and Panel</p> <p><u>Readings</u></p> <ul style="list-style-type: none"> - Student Development Book – Chapters 15 and 16 - Course Packet - “Linking Theory to Practice”
April 13	Student Community Presentations
April 20	Student Community Presentations
April 27	Student Community Presentations
May 4	<p>Class Wrap-Up and Evaluations</p> <p>ASSIGNMENT #3 PAPERS DUE MAY 6</p>

GRADING STANDARDS AND PROCEDURES

The grade for this course will be based upon the instructor's judgment regarding the quality of your performance on the standards noted below.

Timeliness:	Assignments are completed and turned in on the due date. Points will be deducted for assignments turned in late.
Thoroughness:	Attention is paid to every aspect of the required assignment. Partial completion of the written and/or oral assignment will result in a lower grade.
Thoughtfulness:	Written assignments must show a high degree of thoughtfulness about the topic. Implications must be considered and multiple perspectives or points-of-view represented.

Professional-Level Quality: Assignments are well organized, understandable and clearly presented, concise, and grammatically correct.

The relative weight given to each assignment, the points assigned, and the due dates are indicated below:

<u>Assignments</u>	<u>Point Value</u>	<u>Due Date</u>
1. Developmental Theory Presentation	50 points	February 2 – March 30
2. Student Community Topic, Related Research Article, and One Page Abstract	5 points	February 23
3. Personal Reflection/Theory Evaluation	40 points	March 30
4. Student Community Paper	75 points	May 6
5. Weekly Reflections	20 points	Throughout
6. Class Participation	10 points	Throughout
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Total	200 points	

Grades will be calculated as follows:

A = 180 - 200 points

B = 160 -179 points

C = 140 -159 points

D = 120 - 139 points

F = 119 points and below

X = Incomplete grade for extenuating circumstances; automatically changes to permanent "X" after next long semester if work is not completed. Please come to see either the instructor or teaching assistant if you are facing circumstances that would warrant an Incomplete grade.

WEEKLY REFLECTIONS

Each week from February 2 to April 6, you are expected to post a short weekly reflection to the appropriate Blackboard thread. The reflections should be posted to the thread by Sunday at noon, and should be approximately a paragraph or 250 words in length. Examples for reflections include your reactions to the different theories that will be presented that week in class or questions that emerged from the readings.

CLASS PARTICIPATION

Your active participation in class discussions is very important and expected. The assigned readings should be done in advance of class. Attend each class ready to contribute your insightful ideas and questions, and respond knowledgeably and insightfully to the ideas and questions of others in the group.

Points of class participation are given at the discretion of the instructor. These points will be based on substantive class contribution, regular attendance, preparation for and participation in designated class discussions, personal responsibility, and professional behaviors. Attendance at every class session is expected.

After two absences, the overall final grade will be dropped one full letter grade.

In addition, cell phones, Blackberries, and other communication devices should be turned off during class. If there is a situation that would require you to receive a call or a message during class, please inform the TA or instructor prior to class and appropriate arrangements will be made.

ADDITIONAL COURSE POLICIES

Observance of Religious Holy Days

Religious holy days sometimes conflict with class and examination schedules. Sections 51.911 and 51.925 of the *Texas Education Code* address absences by students and instructors for observance of religious holy days. A student shall be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time.

Please inform the instructor or teaching assistant at the beginning of the semester if religious holy days will conflict with class and/or assignments.

Students with Disabilities

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 or via e-mail at ssd@uts.cc.utexas.edu. For further information, please visit the Services for Students with Disabilities Web site at <http://www.utexas.edu/diversity/ddce/ssd/>.

Policy on Scholastic Dishonesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, please visit the Student Judicial Services Web site at <http://deanofstudents.utexas.edu/sjs/>.

Policy on Sexual Discrimination and Sexual Harassment

Students who believe they have experienced sexual harassment in the academic environment should consult the following Web site: <http://www.utexas.edu/policies/hopppm/04.B.02.html>. Interested students are also encouraged to call the Office of the Dean of Students at 471-5017.

University Electronic Mail Student Notification Policy

Official communication with the students in this class will be conducted through e-mail. Students are expected to check e-mail on a frequent and regular basis in order to stay current on class activities and assignments. Unless otherwise notified, the instructor will use the e-mail provided to the University as the official address. For more information on this policy, please visit <http://www.utexas.edu/its/policies/emailnotify.html>.

COURSE EVALUATION

At the conclusion of the course, students will have the opportunity to evaluate the course and the instructor using the standard University Course and Instructor Survey.

Assignment #1 - Developmental Theory Report
EDA 391E - The College Student

Assignment Due Date: Date of Theory Presentation
Possible Points (50)

Assignment: Students will select one developmental theory or theory set from the list of theories to be discussed in class. The instructor will provide a sign-up sheet during the first class. During the class session in which the theory is discussed, each student will be responsible for conducting a **forty-five minute** presentation on the selected theory, facilitating class discussion on the topic, and providing a **two to three page handout** for the class.

Please bring your presentation in multiple formats to ensure that we will be able to access it in the classroom, including saving it to WebSpace, bringing it on a flashdrive, or sending it via e-mail to yourself.

The oral report, accompanying handout, and interactive class discussion element should at a minimum describe the following elements:

1. background of the theory;
2. major concepts or propositions about how development occurs in college students according to the theory (if applicable);
3. a brief overview of the research literature supporting/contradicting the theory paying particular attention to research pertaining to a postsecondary setting (include at least five references not covered in the class readings);
4. a brief summary of major applications of the theory within the postsecondary context;
5. a critique of the theory including strengths, weaknesses, and problems with practical application;
6. specific implications for practice in a postsecondary setting;
7. recommendations for future research; and
8. what you like/dislike about the theory and why.

Assignment #2 - Personal Reflection on Development and Theory Evaluation
EDA 391E - The College Student

Assignment Due Date: March 30, 2009
Possible Points (40)

Assignment: Evaluate your psychological, racial identity development, and cognitive development during your undergraduate years and the factors that impacted your development. Also conduct a thorough analysis of existing theories from the vantage point of your own development.

Use **both psychosocial (including racial identity) and cognitive theories.**

In doing so, you should discuss:

1. The degree to which your experiences matched the explanations proposed by the developmental theories discussed in class. Why do you believe these parallels exist?
2. In some cases you may notice that your particular experience prompted a different developmental pattern and/or you may interpret the theories as having limitations when applied to your own development. Critically evaluate applications of the theories that were or were not beneficial given your developmental analyses.
3. In retrospect, what college experiences most facilitated your development and which did not.

Format: Prepare a 5 page double-spaced paper using the APA format for references. **DO NOT E-MAIL PAPER.**

Assignment #3 - Student Community
EDA 391E - The College Student

Assignment Due Dates and Possible Points

February 23, 2009	Student Community Topic, Article, and Abstract due	5 points
May 6, 2009	Final Paper due; DO NOT E-MAIL PAPER	75 points

Purpose:

A “student community” is a group of students whose norms and values differ from the "mainstream" college student population in such ways that they want to come together as one community. The purpose of this project is to synthesize all of the class materials from the semester, particularly the theories, and to sensitize the class to the existence of many communities of students in postsecondary settings. Further, it should lead to an understanding of the dynamics of such groups and their contributions to the total campus community. Of equal importance is the recognition that these student communities have unmet needs on our campuses, and as such, they present significant challenges to college administrators. For university administrators, balancing the community of the parts and community of the whole is one of the greatest challenges facing higher education leaders today.

Methods:

Each student will select a particular student community to research thoroughly, e.g., Latina/o college students, first generation students, sorority members, international students, African American women college students, Muslim students, Further examples of previously researched student communities will be posted to Blackboard.

Consult with the instructor or teaching assistant before making your final selection of a student community. The chosen community should not be one with whom the student works with on a regular basis as part of his or her job or assistantship or a community you personally identify with in order to encourage your own professional development and growth as a student affairs professional.

In addition to conducting interviews (see below), attendance at two or three programs designed for the student community is expected if appropriate.

Student Community Topic, Article, and Abstract

By February 23, 2009, please post your chosen student community topic to the appropriate Blackboard thread after consulting with the instructor or teaching assistant. Since only one student can present on a particular student community, please have several ideas before consulting with the instructor or the teaching assistant. Also, please check the Blackboard thread before contacting the instructor or teaching assistant with your topic choice. Along with your chosen and confirmed topic, please upload a related research article on the student community and a one-page abstract.

Student Community Paper

Each student will research his or her chosen student community and develop a 15-20 page paper worth a total of 75 points which addresses the following:

1. the student community's artifacts, perspectives, values, assumptions, and developmental needs which differ from the community of the whole;
2. the manner in which the institution's culture shapes the student community's artifacts, perspectives, values, assumptions, and developmental needs;
3. the level of connectedness the student community feels to the community as a whole and the factors which promote a sense of community membership; or if more appropriate, the barriers which make it difficult for this student community to connect with the community of the whole;
4. the unique educational and social needs, including specific developmental tasks, of this student community and general guidelines for colleges and universities to address those needs;
5. the extent to which the developmental theories studied in class "fit" their experiences or do not "fit" their experiences (goal is to conduct a thorough analysis of existing theory from the vantage point of these students' development);
6. the particular developmental tasks or issues which the attended programs sought to address and the extent to which the programs met the developmental needs of the student community;

7. specific, practical recommendations for college and university administrators to follow in helping the student community connect with the institution as a whole, and in enhancing student learning and personal development. You may want to select a particular area of student affairs, diversity and community engagement, or academic affairs to propose your recommendations.
8. incorporate in your discussion the results of an interview conducted with two student community members and with a college administrator/faculty or staff member who provides services to this student community. You do not have to limit your research or interviews to the UT-Austin campus. Guidelines for conducting the interview are provided.
9. incorporate in your discussion a review of the literature (at least five references other than those used in class) regarding the characteristics and needs of the student community that support or contradict your analysis of the particular student community.

Also, each student should be prepared to conduct a class presentation during which he or she will share highlights of what was learned about the particular community. Presentations will be facilitated on April 13, April 20, and April 27. Twenty minutes will be allowed for each presentation and includes the facilitation of a class discussion on the particular topic.

Interviewing Student Community Members

The purposes of this assignment are:

1. For you to synthesize all of the class materials from the semester, particularly the theories.
2. For you to develop an understanding of members of a specific student community of the college student population.

Initiating the Interview:

1. Arrange a conversation with two student members of the student community of your choice. You will also interview a college administrator/faculty or staff member who provides services to this student community. Each conversation should last 30-45 minutes.

You will be exploring the experiences, attitudes, and values of someone whose differences in these regards should be obvious to you both. Find someone you are

fairly certain will be articulate. Do not use friends, classmates, or persons whom you know well.

Be prepared to listen carefully and analytically during the interview. The conversation should be purposeful but not stilted--meaningful but not social.

How you initiate this contact will be critical to its outcome. Be forthright in your purpose and reassuring as far as confidentiality goes. Consider carefully whether or not you offer to share the results with the persons interviewed.

2. Before the Interview
 - A. Outline your purposes in the interview and determine how you will obtain a view of the world through the eyes of the members of the student community. Exactly what information or expressions do you wish to obtain from the conversation (specify in detail). You may want to use a specific set of questions for the interview, but be careful that your approach does not become rigid. However, it is helpful to identify questions or methods that will allow you to gather the appropriate information. Examples of questions that you may wish to address include, but are not limited to the following: what it means to be a member of this particular student community; the students' perceptions of the environment; what roles they play within the student community, with whom they interact, and how they spend their time; how they identify themselves as a member of the student community; what are the student community's norms and values; how do members relate to the larger campus community; what is the "language" of the student community, etc.
 - B. Going into this interview, what assumptions/beliefs do you hold about this particular student community?
 - C. What assumptions/beliefs do you think the students hold about the community to which they belong and about others on the college campus or the total campus community?
 - D. Tips from former students:
 - (1) Choose the interview location carefully. Space affects outcomes.
 - (2) Remain calm.
 - (3) Don't be surprised if the person you interview recognizes that you are not!
 - (4) Tape recording has hazards and advantages. Consider its use carefully with respect to utility, ownership, confidentiality, and disposition.
3. Reporting the Interview

- A. The report should reflect the results of the interviews and the relationship of the interviews to your observations and conclusions.
- B. Report only the major verbal data given by the members of the student community. You will find it adds to your report to give direct quotations of anecdotal material that illustrates the points you are making.
- C. Try to assess the strength of the subjects' identification with the student community. Just how much does the person identify as a member of this student community? Why? Does the person "voluntarily" belong to the student community? What are the person's beliefs and attitudes as a result of the membership?
- D. The interview, report, and presentation should focus on the unique needs of this student community in relationship to higher education as well as address the other critical components outlined above (See course syllabus).