



ANGELO STATE UNIVERSITY
Department of Curriculum and Instruction

EDG 6362

COLLEGE STUDENT DEVELOPMENT

Fall 2019

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SYLLABUS TABLE OF CONTENTS

COURSE INFORMATION	2
INSTRUCTOR INFORMATION	2
STUDENT LEARNING OUTCOMES.....	2
REQUIRED TEXTS AND MATERIALS	3
GRADING SYSTEM.....	3
METHODS OF INSTRUCTION	3
COMMUNICATION.....	4
CANDIDATE PARTICIPATION.....	5
ATTENDANCE.....	5
LIBRARY RESOURCES	6
ASSIGNMENT SUBMISSION	6
POLICIES RELATED TO THIS COURSE	6
ASSIGNMENT OBJECTIVES & DUE DATES.....	Error! Bookmark not defined.

COURSE INFORMATION

COURSE NUMBER

EDG 6362

COURSE TITLE

College Student Development

COURSE DELIVERY

This is a distance course utilizing the Blackboard course management tool with course requirements, learning activities, assignments, and due dates specified in the course calendar and modules in Blackboard. The course site can be accessed at <http://blackboard.angelo.edu>. The course begins on August 19, 2019, 2019 and ends on October 9, 2019.

COURSE DESCRIPTION

An in-depth study of development theories that are unique to college-aged students. This course examines issues facing college students including, but not limited to, sources of motivation, learning styles, development of values, relationship development, mental/physical and psychological development.

INSTRUCTOR INFORMATION

LEAD INSTRUCTOR

Kinsey Hansen

Email: kinsey.hansen@angelo.edu

INSTRUCTOR TEAM

Graduate courses in the Department of Curriculum and Instruction may utilize an instructor team to support the Lead Instructor. All members of the instructor team are highly qualified with educational and practical experiences related to the subject-matter of the course.

OFFICE HOURS

Email is the most accessible way to contact all instructors. The instructor team is available via email using only your ASU email address (angelo.edu). You should receive a response within 24 hours.

STUDENT LEARNING OUTCOMES

By the end of the course, the student (candidate) will be able to:

- Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.
- Identify strengths and limitations in applying existing theories and models to varying student demographic groups.
- Articulate one's own developmental journey in relation to formal theories.

- Identify one's own informal theories of student development and how they can be informed by formal theories to enhance work with students.
- Articulate how race, ethnicity, gender, sexual orientation, disability, religious belief can influence development during the college years.
- Apply existing theory to real students' personal lives and experiences.
- Demonstrate via a professional presentation a thorough understanding of how to apply theory and models of college student development in planning interventions to address a campus issue impacting a specific student population.

REQUIRED TEXTS AND MATERIALS

REQUIRED TEXTS

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

RECOMMENDED READINGS

Course materials and readings are located in Blackboard. Candidates are expected to locate peer-reviewed, research-based resources for research on individual topics and learning activities.

TECHNOLOGY REQUIREMENTS

A complete list of technology requirements for online education at Angelo State University is available at https://www.angelo.edu/online-education/technology_requirements.php.

Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned learning activities. Technical support concerns should be submitted to the IT Service Center via phone at (325) 942-2911 or toll-free at (866) 942-2911.

GRADING SYSTEM

Each assignment will be worth a varying number of points. Grades will be determined by the percentage of the total possible points earned.

The following grading scale is in use for this course:

- A = 90.00-100%
- B = 80.00-89%
- C = 70.00-79%
- F = below 70%

METHODS OF INSTRUCTION

- Since this course is delivered online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the instructor immediately for help since many of the tasks build on one another.

- Course design includes a combination of learning activities to strengthen the academic and professional competence of candidate's writing skills, presentation skills, collaboration, analysis, and practical application/experience.
- Learning activities may include, but are not limited to critical analysis submissions incorporating research, writing, and reflection; digital presentations with multimedia and/or interactive elements; collaboration opportunities through online discussion boards, wikis, or blogs; practical case studies requiring research, writing, and collaboration; and other projects and activities such as interviews, field visits, modeling, and videos.

COMMUNICATION

The course is designed to offer regular and substantive interaction between candidates and instructors. Both candidates and instructors are responsible for effective, appropriate, and timely communications and interactions in the course.

CANDIDATE COMMUNICATIONS: Candidates should initiate communications with instructors through Class Café or the ASU email system. Check frequently for announcements and reminders. Scoring rubrics and module information outline the specific interaction and communication requirements for each learning activity.

Course content and subject-specific questions should be posted to Class Café for interactions with other candidates and instructors about the content. Technical support concerns should be submitted to the IT Service Center via phone at (325) 042-2911 or toll-free at (866) 942-2911.

WRITTEN SUBMISSIONS: It is an expectation of this department that you use academic and professional writing skills. Candidates should follow APA guidelines for formatting and citations in all learning activities unless otherwise specified. Failure to utilize accurate APA citations and references constitutes plagiarism.

USE GOOD "NETIQUETTE":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.

- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(From “The Net User Guidelines and Netiquette” by A.H. Rinald, 1994, Florida Atlantic University. Adapted with permission.)

INSTRUCTOR COMMUNICATIONS: Instructors will provide communications relevant to the course and subject matter through weekly emails, Blackboard announcements, Class Café, interactions during learning activities such as moderating discussion boards, and feedback on submitted assignments. These course activities help build a sense of community among learners.

Instructors will typically respond to email within 24 hours. Class Café discussions will include both peer and instructor responses as appropriate to assist with candidate mastery of the subject. Instructors will typically provide feedback on assignments within 48-72 hours of submission of the assignment through Blackboard. Feedback communication is provided to candidates by instructors in Grade Center, Turn It In Feedback Center, or on scoring rubrics in Blackboard as appropriate for each assignment.

CANDIDATE PARTICIPATION

- Candidates are expected to be active learners. It is a basic assumption of the instructor that candidates will be involved discovering, processing, and applying the course information using peer-review journal articles and researching additional information through the ASU Online Library and Internet.
- Candidates are expected to engage with the material, their peers, and their instructors. Ensure that you are reading all of the materials provided in the Blackboard modules. Participate in discussions with your peers about the content through Class Cafe.
- If you have questions, it is important to ask immediately since many of the tasks build on one another.

ATTENDANCE

Faculty are required to confirm attendance of candidates in a course at the beginning of each term to the ASU Registrar Office as part of complying with regulations regarding the administration of federal financial aid. In accordance with ASU processes and federal regulations, academic attendance in a course is considered active engagement which includes but is not limited to submitting an academic assignment or participating in an online discussion in the course about academic matters. Logging into an online course without active participation does not meet academic attendance requirements. The last date of course attendance for reporting to the Registrar will be the last date of active engagement in the course.

LIBRARY RESOURCES

Candidates should familiarize themselves with the numerous resources available through the Angelo State University Porter Henderson Library at www.angelo.edu/services/library/. Information on library resources is available in the Orientation tab of each course. All candidates can also use the Ask A Librarian research support feature.

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the posted Blackboard or TurnItIn link in the Blackboard course site. You should record the confirmation number received when you submit your work. Assignments are not accepted via email.

If a technology issue does occur regarding an assignment submission, email your instructor along with documentation that you notified the help desk. This process will document the problem and establish a timeline for submission.

LATE WORK OR MISSED ASSIGNMENTS

All learning activities should be submitted by the scheduled due dates. A 10% grade reduction may occur for each day the assignment is late. Documented medical or personal emergencies will be reviewed on a case-by-case basis with the appropriate documentation and in accordance with department policy.

POLICIES RELATED TO THIS COURSE

All candidates are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate and Graduate Catalog
<http://www.angelo.edu/catalogs/>
- Academic Calendar
https://www.angelo.edu/services/registrar_office/academic_calendar.php

ACADEMIC INTEGRITY

Candidates are expected to know and understand behaviors that can constitute academic misconduct. A plagiarism module is required of all candidates as part of their orientation to the program. Each course requires that the candidate complete a plagiarism statement acknowledging that the candidate completed the plagiarism module in the orientation, understands what plagiarism is, understands all work must be the candidate's original work, and understands the potential consequences of plagiarism.

The Angelo State University Student Handbook provides a detailed list of behaviors that constitute academic misconduct and plagiarism. Academic misconduct includes, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, violations of published professional ethics or standards, and/or any act or attempted act designed to give unfair academic advantage to oneself or another student.

STUDENTS WITH DISABILITIES

Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
(325) 942-2047
dallas.swafford@angelo.edu

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

Candidates can find information on the observance of religious holy days in ASU Operating Policy 10.19. Candidates should also review the information related to course attendance.

TITLE IX

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. Sexual discrimination, sexual misconduct, public indecency, interpersonal violence, sexual assault, sexual exploitation, sexual harassment, and stalking are not tolerated at ASU. You are encouraged to report any incidents to ASU's Title IX Coordinator Michelle Boone at michelle.boone@angelo.edu or using ASU's online form at <http://www.angelo.edu/services/title-ix/file-a-complaint.php>.

BASIC NEEDS

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Multicultural and Student Activities Programs center (multicultural@angelo.edu; 325-942-2729).

The Multicultural and Student Activities Program Center has a [food pantry](#) and other resources to help. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that they may possess.

SYLLABUS CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Course Calendar

All activities should be submitted as scheduled. A 10% grade reduction may occur for each day the assignment is late. Extensions will be administered on a case-by-case basis with the appropriate documentation according to the departmental policy.

Objectives	Assignments	Points	Due Dates
<u>MODULE ONE:</u> Know and understand the requirements of the course.	Plagiarism Certificate	0	Wednesday August 21
	Syllabus Review	0	
	Academic Portfolio Creation	0	

<p>Meet and collaborate with other students in the course.</p> <p>Interact with fellow scholars in a discussion board format.</p> <p>Establish rapport with students, colleagues, and others that acknowledge differences in lived experiences.</p> <p>Consider what you know and want to learn related to this course.</p>	<p>Discussion Board: Introduction</p>	<p>2</p>	<p>Initial Post: Thursday August 22</p> <p>Responses: Sunday August 25</p>
<p>Express current knowledge and understanding of development theories through introspection.</p> <p>Begin to identify one's own informal theories of student development and how they can be informed by formal theories to enhance work with students.</p>	<p>Beginning Theory Paper</p>	<p>5</p>	<p>Sunday August 25</p>
<p>Chronicle reflections and learning throughout the course related to student development.</p> <p>Express current knowledge and understanding of development theories through introspection.</p> <p>Interact with the instructors through the journal content in order to better develop overall understanding of course materials.</p>	<p>Journal Entry #1 Sense of Belonging</p>	<p>5</p>	<p>Sunday August 25</p>

<p>Explore college sense of belonging and its influence on student development.</p>			
<p style="text-align: center;"><u>MODULE TWO:</u></p> <p>Articulate psychosocial and cognitive-structural theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.</p> <p>Interact with your classmates and have relevant discussions around the course topics.</p> <p>Explore theories of moral development and how they explain college student behavior.</p> <p>Identify strengths and limitations in applying existing theories and models to varying student demographic groups.</p>	<p>Discussion Board #1: Chickering's Theory</p>	<p>10</p>	<p>Initial Post: Thursday August 29</p> <p>Responses: Sunday September 1</p>
	<p>Journal Entry #2 Moral Development</p>	<p>5</p>	<p>Sunday September 1</p>
<p style="text-align: center;"><u>MODULE THREE:</u></p> <p>Gain an understanding of how and why it is important to identify student personality traits and the influence of environment on behavior.</p>	<p>Journal Entry #3 Personality Tests</p>	<p>5</p>	<p>Sunday September 8</p>

<p>Understand the general philosophy of positive psychology.</p> <p>Learn Ellis’s technique for managing negative beliefs.</p> <p>Demonstrate how to apply positive psychology in a student development setting.</p>	<p>Journal Entry #4 Positive Psychology</p>	<p>5</p>	<p>Sunday September 8</p>
<p style="text-align: center;"><u>MODULE FOUR:</u></p> <p>Articulate how race, ethnicity, gender, sexual orientation, disability, religious beliefs can influence development during the college years.</p> <p>Apply existing research and theory to real students’ personal lives and experiences.</p> <p>Understand and discuss a social identity development theory.</p> <p>Understand how paradigms, theoretical perspectives, and worldviews influence how student development is viewed.</p>	<p>Discussion Board #2: Social Identity</p>	<p>10</p>	<p>Initial Post: Thursday September 12 Responses: Sunday September 15</p>
	<p>Journal Entry #5 Paradigms and Worldviews</p>	<p>5</p>	<p>Sunday September 15</p>
<p style="text-align: center;"><u>MODULE FIVE:</u></p> <p>Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.</p>	<p>Undergraduate Student Profile Paper</p>	<p>10</p>	<p>Sunday September 22</p>

Apply existing theory to real students' personal lives and experiences.			
Understand frameworks for researching how college affects students.	Journal Entry #6 How College Affects Students	5	Sunday September 22
<u>MODULE SIX:</u>			
Articulate theories and models that describe the development of college students and the conditions and practices that facilitate holistic development.	High Impact Practices Paper	10	Sunday September 29
Understand challenges and identify theories to assist students in meeting challenges.	Journal Entry #7 Challenge & Support	5	Sunday September 29
<u>MODULE SEVEN:</u>			
Demonstrate via a professional presentation a thorough understanding of how to apply theories and models of college student development in planning interventions and initiatives to address a campus issue impacting a specific student population.	Student Development Slide Presentation	10	Sunday October 6
Demonstrate how to apply theory learned throughout the course to professional educational practice.	Journal Entry #8 Case Study Applying Theory	5	Sunday October 6

<p style="text-align: center;"><u>MODULE EIGHT:</u></p> <p>Present and defend judgments about the information and assignments related to college student development.</p>	<p>Discussion 3: Final Theory</p> <p>Course Evaluation</p> <p>Permission Statement</p> <p>Academic Portfolio Submission</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">0</p> <p style="text-align: center;">0</p> <p style="text-align: center;">0</p>	<p style="text-align: center;">Wednesday</p> <p style="text-align: center;">October 9</p>
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Version Date: Approved for Fall 2019 Courses