

**ASU College of Education  
Department of Curriculum & Instruction  
EDG 6362 College Student Development  
COURSE SYLLABUS-Spring A 2013**

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**Office Hours:** MTWR 9:30am-10:30am & 1:30pm-2:30pm

Or by appointment

**EDG 6362 College Student Development**

**Online Course**

**Course Description:** An in-depth study of development theories that is unique to college-aged students. As a completely online course, we will examine issues college students face including, but not limited to sources of motivation, learning styles, development of values, relationship development, mental/physical and psychological development.

**Optional Text:**

Evans, N.J., Forney, D.S., & Guido-Dibrito, F. (2010). *Student Development in College*. 2<sup>nd</sup> ed. San Francisco, CA: Jossey-Bass

**Required Text:**

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

**Student Learning Outcomes:**

By the end of the course, the candidate will:

1. Understand foundation theories for college student development, the history and nature of student development theory.
2. Gain an explicit understanding of specific theories that describe the development of college students.
3. Develop a foundational understanding of the relationship of theory to practice
4. Apply existing theory to real students' personal life and experiences
5. Demonstrate, in formal, professional papers and discussions, a thorough understanding of theories in college student development.

**Competencies:**

You can find a copy of the Master of Education in Student Development & Leadership in Higher Education NASPA/ACPA Standards in Blackboard. Competencies along with guidelines are located in the Organization tab.

**Master Knowledge and Skills**

Students will:

Demonstrate advanced knowledge, skills and values appropriate to their chosen discipline.

Demonstrate the ability to work as individual researchers/scholars and in collaboration with others.

Demonstrate the ability to be creative critical thinkers and to apply new technologies appropriate to their chosen discipline.

### **Master Communication and Dissemination**

Students will:

Be required to demonstrate advanced oral and written communication skills appropriate to their chosen discipline.

Demonstrate global perspectives appropriate to their chosen discipline.

### **Master Leadership and Social Responsibility**

Students will:

Comprehend and practice the ethical principles appropriate to their chosen discipline.

Understand and value individual differences, and have the skills to work effectively in a diverse, changing world.

### **Methods of Instruction:**

Since this course is primarily online, candidates are responsible for understanding the assignments and learning the material. If questions arise, it is important to ask the professor for help immediately.

Candidates are responsible for participation in discussion boards and other activities. Individual tasks are expected and will be used to determine the final grade.

Class will consist of online discussions, individual participation, outside interviews and papers.

### **Course Requirements:**

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and

self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level.

It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

1. **Candidates' Participation:**

Candidates should participate actively and enthusiastically in all online discussions. Readings and experiences will prepare candidates for discussions.

When prompted by discussion boards, PowerPoint presentations, or at any other direction for participation, **the minimum response from each student is:** (1) to post a response to the initial posting by the professor (2) to post a response to another one other students' posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

2. **Candidates' Written Work:**

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
- Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
- Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
- Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
- Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
- Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.

3. **Candidates' Communication:**

Candidates should maintain open communication with the instructor. Ask questions in a timely manner to provide time for the instructor to respond prior to due date. Candidates are expected to check Blackboard and ASU email on a regular basis,

preferable daily. Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

**Evaluation:**

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

- A= 90-100%
- B= 80-89%
- C= 70-79%

Quality work that is presented in a professional and timely manner is an important part of your performance and grade evaluation. **Late work will be accepted at no more than half the original value. Lateness will be determined by the posting date and time your assignment is submitted in Blackboard.**

**Communication:**

Candidates must communicate with the professor via the ASU e-mail system. Candidates must also access and use Blackboard, Rampart, e-mail and Task Stream. Candidates must access Blackboard regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions. Candidates should contact the ASU Help Desk at 325-942-2911 to learn about Blackboard, how to access and navigate it, or other assistance. This should be done EARLY in the class, preferably before the first class day. Make sure you have access to the Student Development Organization on Blackboard for access to additional information.

**Research writing style**

In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at [www.apa.org](http://www.apa.org).

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

If a template is provided for a specific assignment in Blackboard, follow those instructions.

Assignments	Description	Total Points
Introductions/Syllabus Assignment	Write a brief description of your current role/career, the role you desire the specific	5

	higher education position and preferred setting. Also attach a photo of yourself for classmates to see.	
Online Discussions	(1) Post a response to the initial posting by the professor; and (2) Post a response to 1 other students' posting. (2 total postings per discussion)	50
Facebook Assignment	Analyze an undergraduate student's Facebook page. Detailed instructions are found in Blackboard.	20
Jung/Myers-Briggs Typology Test	Complete this assessment online for free. Website and detailed instruction provided in Blackboard.	5
Interview	Interview a current college student. Interview should apply to theories discussed. Detailed guidelines found in Blackboard.	10
Theory Paper	Apply the theories covered to your own developmental journey.	10
Total		100

### **Attendance Policy:**

When prompted by discussion boards, **the minimum response from each candidate is:** (1) to post a response to the original or initial posting by the professor; and (2) to post a response to 1 other candidates' posting. More frequent responses are both allowed and encouraged so that each student can learn from peers and professor's insights.

### **Persons Seeking Accommodations:**

Persons with disabilities, which may warrant academic accommodations, must contact the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in the semester so appropriate arrangements can be made.

### **Academic Honesty:**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and ASU instructors may utilize Internet search links that assist in identifying plagiarized materials.

### **Class Schedule**

<b>Due Date</b>	<b>Assignment</b>
January 15	Syllabus assignment
January 17	Introduction post
January 20	Discussion 1 and 2
January 27	Discussion 3 and 4
January 30	Myers/Briggs Test
February 3	Discussion 5 and 6
February 10	Facebook Assignment
February 17	Discussion 7 and 8
February 24	Interviews
March 3	Discussion 9 and 10
March 7	Theory Paper