

COURSE SYLLABUS
TEXAS A&M UNIVERSITY
COLLEGE OF EDUCATION
Fall 2005

**Our
Work
Transforms
Lives**

COURSE: EDAD 669: The College Student
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Notice

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Student Services Building. The phone number is 845-1637.”

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Course Description

This course examines characteristics of today's college students, major student development theories applicable to the higher education environment, and research on the wide variety of students attending higher education in the United States today. The course will provide a general introduction to student development theory and applicable theories in the field. It will also provide specific practice in applying selected student development theories to issues that arise as higher education professionals working with students.

Methods of Instruction

Instructional strategies will include lecture/discussions, video presentations, classroom activities, group projects, and student research.

Course Outcomes

Upon completion of this class, students should be able to:

1. demonstrate, in prepared papers and class discussion, a thorough understanding of recent research and theories into college student development;
2. apply college student development theory to their own professional interests through both written assignments and oral class discussions;
3. effectively participate in class discussion sessions centered on the presentation of their research for this class; and
4. apply information and insights gained from readings and class discussion to practical situations involving college students.

Required Readings:

Evans, N., J., Forney, D. S. & Guido-Dibrito, F. (1998). Student development in college. San Francisco, CA: Jossey-Bass

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

NOTE: Journal articles and other assigned readings will supplement the text. These readings will be either handed out in class or placed on reserve in the library.

Course Requirements and Grading

It is expected that all assignments will be submitted on the designated date. Late assignments will not be accepted except under exceptional circumstances and with prior approval of the instructor. The instructor reserves the right to decline any exceptions.

All written reports should be prepared in accordance with APA format and should reflect a level of quality that is appropriate for graduate study. Points will be deducted for spelling, punctuation, and grammatical errors.

1. Class Attendance and Participation. As a member of this class, your attendance and active participation are critical not only to your own learning, but the learning of your fellow classmates. Each student is expected to attend all class meetings.
 - Students who anticipate being absent from a class meeting are to assume the responsibility for obtaining any relevant information for that day. In the event of an unforeseen situation that requires you to miss a class, the instructor should be notified at the first opportunity.
 - Further, each student is expected to actively participate in class discussions. The quality of your contribution will be weighted more heavily than its quantity.
 - Additionally, students are expected to make every effort to attend class on time in order to maximize their contribution and minimize disruption to their colleagues.
 - Assigned readings should be completed prior to the beginning of class so that you may raise any questions or issues that you would like to address in class. In class participation includes attendance, active participation in discussions, and perceived preparation for class. **Due Dates: Thursdays, September 1 – November 24, 2004.**
2. In-Class Application Exercises. There will be occasional application exercises/quizzes that will be announced in advance. **Due Dates: TBA.**
3. Student Issues Interviews. Students should conduct a 30-minute interview with two undergraduate students. Interviews should be tape-recorded. After listening to the tapes several times, write a summary of the major issues faced by the students interviewed. **Due Date: September 22, 2004.**
4. On-Site Interview. Conduct two 45-minute interviews with an undergraduate student about his or her collegiate experiences. Report the results of your interview in a concise, but thorough paper. Discuss ways in which the student interviewed reflects and/or differs from other traditional aged students, as described by the theories of college student development discussed in this class. Be prepared to share the results of your interview and analysis in class. **Due Date: October 20, 2004.**
5. Orientation Program/Senior Experience Program. Using student development theory, design a program that is intended to assist first-year students/senior students. This will be a group project. Present your plan to the class and be prepared to answer questions from the audience. A written report must accompany the presentation. **Due Dates: November 10 & 17, 2004.**

The above assignments will be weighted as follows for grading purposes:

Class Participation	10%
In-Class Application Exercises	15%
Student Issues Interviews	15%
On-Site Interview	25%
Orientation/Senior Experience Program	35%

The following scale will be used to assign final grades:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
<60%	F

Calendar of Readings and Topics to be Discussed

September 1 Introduction to class
Syllabus
APA
Interview techniques
Nevitt Sanford

Psychosocial and Identity Development

September 8 Who are college students today?
Why study theory?
Due Today: Handouts; Evans, pp. 1-30

September 15 Chickering and Reisser's Student Identity Development:
Overview, Developing Competence, Managing Emotions,
and Moving through Autonomy toward Interdependence
Due Today: Chickering & Reisser, Chapters 2-4

September 22 Developing Mature Interpersonal Relationships,
Establishing Identity, and Developing Purpose
**Due Today: Student Issues Interviews; Chickering &
Reisser, Chapters 5-8**

September 29 Developing Integrity, Application & Wrap up
**Due Today: Chickering & Reisser, Part II (265-282),
Chapters 9-16.**

October 6 Racial and Ethical Identity Development
Cross' Model of Psychological Nigrescence
Helms' Model of White Identity
Due Today: Handouts; Evans, Chapter 5

October 13 Gay, Lesbian, and Bisexual Identity Development
Cass' Model of Homosexual Identity Formation
D'Augelli's Model of Gay, Lesbian, and Bisexual
Development
Due Today: Handouts; Evans, Chapter 6

Cognitive Development

October 20 Cognitive Development Theory
Perry's Theory of Intellectual and Ethical Development
Due Today: On-site Interview Papers; Evans, Chapter 4, Cognitive Structural Theories (pp. 123-126), & Chapter 8

October 27 Kohlberg's Theory of Moral Development
Rest's Theory of Moral Development
Women's Development
Gilligan's Theory of Women's Moral Development
Josselson's Theory of Identity Development in Women
Due Today: Handouts; Evans, Chapters 4 & 10

Typology Theories

November 3 Typology Theories
Kolb's Experiential Learning Theory, Learning Styles Inventory
Holland's Vocational Theory
Myers-Briggs Personality Types
Due Today: Evans, Typology Theories, Chapters 12-14

November 10 Group Presentations
Due Today: Orientation/Senior Experience Report and Presentations

November 17 Group Presentations
Due Today: Orientation/Senior Experience Report and Presentations

November 24 Thanksgiving Holiday – No Class