

15:245:502 STUDENT DEVELOPMENT AND LEARNING THEORY
Fall 2016

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Office Phone Number: 848.932.0818	Office Location: 309 GSE
Office Hours: by appointment	Prerequisites and other limitations: Course restricted to CSA students. Non-CSA students seeking enrollment may contact instructor.
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: Permission numbers provided to student for assigned section number

“Everything we do in life is rooted in theory. Whether we consciously explore the reasons we have a particular perspective or take a particular action there is also an underlying system shaping thought and practice” (bell hooks).

“If we have been gagged and disempowered by theories, we can be loosened and empowered by theories” (Anzaldúa, 1990, p. xxvi).

Course Description

This course aims to provide students with an understanding of developmental theories to inform and guide practice in student affairs. The content of this course will provide an overview of the theories; including their evolution, supporting research, criticism, and limitations. It is my hope that you become informed users of theory, both as student affairs practitioners and consumers of developmental theory research literature.

Learning Outcomes

The learning outcomes for this course are derived from ACPA/NASPA’s (2010) *Professional Competency Areas for Student Affairs Practitioners* under the following areas:

❖ **Equity, Diversity, and Inclusion**

“The Equity, Diversity, and Inclusion (EDI) competency area includes the knowledge, skills, and attitudes needed to create learning environments that are enriched with diverse views and people. It is also designed to create an institutional ethos that accepts and celebrates differences among people, helping to free them of any misconceptions and prejudices” (p. 12).

❖ **Personal Foundations**

“The Personal Foundations competency area involves the knowledge, skills, and attitudes to maintain emotional, physical, social, environmental, relational, spiritual, and intellectual wellness; be self-directed and self-reflective; maintain excellence and integrity in work; be

comfortable with ambiguity; be aware of one's own areas of strength and growth; have a passion for work; and remain curious" (p. 26).

❖ **Student Learning and Development**

"The Student Learning and Development competency area addresses the concepts and principles of student development and learning theory. This includes the ability to apply theory to improve and inform student affairs practice, as well as understanding teaching and training theory and practice" (p. 28).

Course expectations

Attendance

Because this class meets only once a week and much of the learning takes place in class discussion, your attendance is crucial. If you will not be able to come to class, you need to notify me. Regardless of reasons (illness, family or work commitments, personal), you are allowed two absences. On the third absence your class grade will drop one full grade letter (e.g., an A grade will drop down to a B). The fourth absence will result in risking failing the course. You are responsible to obtain any missed information and class notes from your classmates.

Use of online resources and other media

Sakai: In order to provide an array of resources for your success in this course, Sakai will be used extensively. You will be held responsible to check regularly the class page for announcements, to access class materials, submit assignments, and receive graded papers.

Library e-reserves: To access journal articles required for class readings and to conduct your own literature review for your research papers, please go to <http://libraries.rutgers.edu> and the class's very own reference guide (link available on Sakai).

Class format

The course is formatted as a graduate seminar. The class is discussion based where students will facilitate and participate in discussions as well as provide supplemental activities/media to enhance our learning. In order to prepare for each week, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of theory. You will seek out support to understand the readings by forming a study group and/or meeting with the instructor when needed.
2. Contribute to class discussion. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
3. Complete Weekly Check-in. These mini responses will help you gauge your own progress in grasping course materials, and create opportunities for developing critical thinking and dialogue. The focus is more on the learning process and showing a genuine, invested effort towards your learning rather than getting a "right" answer. **Due Sunday/Monday at noon on the weeks designated.**

Assignments

All assignments are due the day and time as stated on the syllabus. Any changes to these dates will be posted on Sakai in the "Announcements" section and assignment information. Carefully review

the deadlines and mode of submission on the Assignments Guidelines section of this syllabus. Please keep in mind the following:

- Written papers
 - You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email. Generally, I prefer to give feedback on a one-on-one meeting, so submit your availability for a meeting with me along with your draft. My feedback will be on the paper’s content, organization, flow, and appropriateness of writing style, not editing for grammar, spelling, etc.
 - All papers need to be written in APA format. Refer to the APA 6th edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>. Adherence to APA is critical in ensuring appropriate citation of references you are using in all of your work.
- Late assignments
 - Late papers will not be accepted without a written explanation that provides reasons to justify the tardiness of the paper, and proposed penalty (if applicable). I reserve the right to accept the paper or not and the grade penalty.
- Accommodations
 - If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.
- Academic integrity
 - Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, Powerpoints... basically anything you write for this class.
 - My personal code of ethics and university policy require me to report all violations of the Academic Integrity Policy. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for the policy.

Valuing Multiple Perspectives and Lived Experiences

My hope is for us to embrace diversity and create a welcoming community for everyone. As stated in the University Catalog, “Rutgers University policy prohibits discrimination and harassment based upon race, religion, color, national origin, ancestry, age, sex, sexual orientation, gender identity and expression, disability, genetic information, atypical hereditary cellular or blood trait, marital status, civil union status, domestic partnership status, military service, veteran status, and any other category protected by law. Discrimination and harassment compromise the integrity of the university and unfairly interfere with the opportunity for all persons to fully participate in the academic, work, and living environment of the university.”

Grading

“Who are you?” personal narrative.....	10 points
Class facilitation.....	20 points
“Create Your Own Theory” proposal	5 points
“Create Your Own Theory” paper	30 points
“Create Your Own Theory” poster session.....	5 points
Weekly Check-ins.....	15 points
<u>Midterm</u>	<u>15 points</u>

Total

100 points

Graduate School of Education grading scale

- A = 90 - 100 points
- B+ = 85 - 89
- B = 80 - 84
- C+ = 75 - 79
- C = 70 - 74
- F = below 70

Note 1: **This is a core course for the Ed.M. in College Student Affairs, and requires a B or better.** Earning below a B will require for you to retake the course and be placed on Academic Probation.

Note 2: **An INC must be negotiated prior to the end of the semester**, and will not be granted without agreement between instructor and student prior to the end of class. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester.

Required Readings

Course texts

Tentative class readings (Access via Rutgers Library's e-journals holdings, or in the Resources folder in the Sakai class site if bolded)

Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The role of meaning-making capacity in the construction of multiple identities. *Journal of College Student Development*, 48(1), 1-22.

Abes, E. S., & Kasch, D. (2007). Using queer theory to explore lesbian college students' multiple dimensions of identity. *Journal of College Student Development*, 48(6), 619-636.

Arnold, K. D. (2010). College student development and the hook-up culture. *Journal of College & Character*, 11(4). Retrieved from <http://journals.naspa.org/jcc>

Bonfiglio, R. A. (2011). Intercollegiate athletic programs deepening their educational impact. *About Campus*, 16(3), 29-32.

Chickering, A. W., & Reisser, L. (2005). The seven vectors: General developmental directions (Table 1). In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader on college student development theory*, (p. 183). Boston, MA: Pearson.

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). Retrieved from <http://journals.naspa.org/jcc>

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), 210-228.

- Evans, N. J., Forney, D. S., Guido, F. M., Patton, L. D., & Renn, K. A. (2010). *Student development in college: Theory, research, and practice* (2nd ed.). San Francisco: John Wiley and Sons, Inc. [selected chapters].
- Galilee-Belfer, M. (2012). Using the "Developing Competency" vector to prepare students for competent academic major exploration. *About Campus*, 17(3), 23-27.
- Helms, J. E. (1995). An update of Helms's White and People of Color racial identity models. In J. G. Ponterotto, J. M. Casas, L. A. Suzuki & C. M. Alexander (Eds.), *Handbook of Multicultural Counseling* (pp. 181-197). Thousand Oaks, CA: Sage Publications.**
- Kodama, C. M., McEwen, M. K., Liang, C. T. H., & Lee, S. (2002). An Asian American perspective on psychosocial student development theory. *New Directions for Student Services*, 97, 45-59. San Francisco: Jossey-Bass.
- Love, P. G., & Guthrie, V. L. (1999). Perry's intellectual scheme. *New Directions for Student Services*, 88, 5-15.
- Love, P. G., & Guthrie, V. L. (1998). Women's ways of knowing. *New Directions for Student Services*, 88, 17-28.
- Malcolm, Z. T., & Mendoza, P. (2014). Afro-Caribbean international students' ethnic identity development: Fluidity, intersectionality, agency, and performativity. *Journal of College Student Development*, 55(6), 595-614.
- McIntosh, E. J. (2015). Thriving and spirituality: Making meaning of meaning making for students of color. *About Campus*, 19(6), 16-23.
- Parks, S. (2005). The journey towards mature adult faith: A model. In M. E. Wilson & L. E. Wolf-Wendel (Eds.), *ASHE reader of college student development* (pp. 139-152). Boston, MA: Pearson.**
- Renn, K. A. (2004). Understanding the identities of mixed-race college students through a developmental ecology lens. *Journal of College Student Development*, 44(3), 383-403.
- Schwartz, P. (2007). The social construction of heterosexuality. In M. Kimmel (Ed.), *The sexual self: The construction of sexual scripts* (pp. 80-92). Nashville, TN: Vanderbilt University Press.**
- Waters, R. (2010). Understanding allyhood as a developmental process. *About Campus*, 15(5), 2-8.