



AUBURNUNIVERSITY SYLLABUS

1. **Course Number:** HIED 7250 Summer Hybrid
Instructor: Dr. David DiRamio
Course Title: College Student Development
Credit Hours: 3 semester hours
Class Meetings: Thursdays, 12:00 - 2:50 pm, Haley Center 1454
Online-only: 6/9, 7/7, 7/21
Canvas site: <https://auburn.instructure.com/login>
Office: Haley Center 4096, phone (334) 844-3065
Office Hours: Wednesdays 1:30 to 3:45 (appointment preferred)
E-mail: diramio@auburn.edu
Prerequisites: Instructor approval (HIED 7230 or min. 5 years of student affairs or applicable higher ed experience)
2. **Date Syllabus Prepared:** May 17, 2016 (updated on 5/18/16)
3. **Required Text:** Evans, N. J., Forney, D. S., and Guido-DiBrito, F. (2010). *Student development in college: Theory, research, and practice*. San Francisco: Jossey-Bass. ISBN 0787978094.
4. **Course Description:** In HIED 7250 we examine the developmental challenges of college students from the cognitive, affective and behavioral domains. The purpose of this course is to provide an overview of major developmental theories affecting college students, the influence of the collegiate environment, and the influences of the research which impact these theories. A critical component of this course is the integration of theory and practice.
5. **Course Objectives:** Upon completion of this course, students will be able to:
 - I. Identify and describe the demographic and personal variables that affect student development in higher education;
 - II. Demonstrate an understanding of psychosocial, cognitive, identity, typological and sociological theories of college student development;
 - III. Analyze and critique research on student development theories;
 - IV. Evaluate student development theory in relation to their own lives to enhance their ability to understand college students; and
 - V. Apply theory to practice integrated with specific knowledge of student development.

6. Course Content:

- I. What is Theory? History of Student Development as a field of study
- II. Psychosocial and Identity: Foundational theory
- III. Psychosocial development
- IV. Cognitive Structural
- V. Integrated Development Models
- VI. Student Typologies
- VII. Moral & faith development
- VIII. Theory & how it relates to developmental ecology
- IX. Multiple identities

7. Course Requirements:

- I. **Regular attendance and class participation** are essential for successful completion of the course. Active and mature participation includes asking questions, sharing experiences, and contributing to the class community. You are part of a classroom community and the total learning environment depends upon the contributions of each individual. Absence must be handled as it would be in a professional position on campus: planned for and communicated. **Since our class meets only seven times in person during the summer, excessive absences (more than one) may result in a lower grade for the course.** Extenuating circumstances will be considered on an individual basis, especially if negotiated ahead of time.

A successful HIED7250 student demonstrates initiative in the area of participation. You are responsible for adding to the knowledge base during class by discussing input prepared and gained from your readings and coursework. The quality (not the quantity) of participation is important. Students who come to class unprepared to discuss course material will be downgraded accordingly. All student voices are important, so please do not monopolize classroom discussion.

- II. **Weekly readings and Discussions postings.** Post a short commentary about an assigned reading. Assigned readings are posted weekly by the instructor and include sections from the textbook, journal articles, and/or articles from *The Chronicle of Higher Education*. Instructor may use your posting for discussion in class. You may also be directed by the instructor to react to another student's posting.

III. **Semester assignments (Case studies).** Students are required to complete semester assignments by the due dates given in class. These (approximately) five assignments typically include use of theory as applied to practice. The assignments often use a case studies approach and cases are handed out in class.

IV. **Final Exam.** A final exam will be administered online in Canvas during the final week of classes. The exam will include multiple choice, short answer, and essay questions.

8. **Grading and Evaluation Procedures:**

The final grade for the course will be based on the following:

Class participation in discussion/activities	200 pts.
Weekly Discussion Postings.....	200 pts.
Case Studies.....	350 pts.
Final exam.....	<u>250 pts.</u>
Total.....	1000 points

The following grading scale will be used:

900 - 1000	= A
800 - 899	= B
700 - 799	= C
600 - 699	= D
Below 600	= F

9. **Class Policy Statements:**

- A. Students are expected to attend all class meetings and participate in all classroom exercises (Tiger Cub, p. 73). Should students need to be absent for any reasons, please contact the course instructor before missing that class meeting.
- B. Students are responsible for initiating arrangements for missed work due to excused absences (Tiger Cub, p. 74)
- C. Students who need special accommodations should make an appointment to discuss the Accommodation Memo during office hours as soon as possible. If you do not have an Accommodations Memo, contact the Program for Students with Disabilities, in 1244 HaleyCenter as soon as possible. Telephone: 334-844-2096.
- D. All portions of the Auburn University Honesty Code can be found in the Tiger Cub (Title XII) will apply in this class.
- E. A grade of incomplete will not be given except under extreme circumstances as determined by the instructor.

10. Important Dates & Deadlines

May 19	Week 1. First class session, introductions, syllabus, etc.
May 26	Week 2. What is Theory? History of Student Development as a field of study. Read <i>Evans</i> (textbook) Chapters 1 and 2 to prepare for this class. Also, assigned readings in Canvas folder "Week 2." Post in Canvas Discussions forum. Case study #1 handed out (due in two weeks).
June 2	Week 3. Psychosocial Identity: Foundational theory and Development. Read <i>Evans</i> (textbook) Chapter 3 to prepare for this class. Also, assigned readings in Canvas folder "Week 3." Post in Canvas Discussions forum.
June 9	Week 4. Online only. Psychosocial Identity (cont'd) w/Chickering. Read <i>Evans</i> (textbook) Chapter 4 to prepare for this class. Also, assigned readings in Canvas folder "Week 4." Post in Canvas Discussions forum. Case #1 due via email. Case #2 posted in Canvas (due in one week).
June 16	Week 5. In class meeting. Cognitive Structural and Integrated Development Models. Read <i>Evans</i> (textbook) Chapters 5 and 7 to prepare for this class. Also, assigned readings in Canvas folder "Week 5." Post in Canvas Discussions forum. Case #2 due. Case #3 handed out (due in two weeks)
June 23	Week 6. Moral & Faith Development as part of Integrated Development Theory. Read <i>Evans</i> (textbook) Chapters 6, 11, and 19 to prepare for this class. Assigned readings in Canvas folder "Week 6." Post about reading in Canvas Discussions forum.
June 30	Week 7. Transition Theory/Developmental Ecology. Read <i>Evans</i> (textbook) Chapter 12 to prepare for this class. Also, assigned readings in Canvas folder "Week 7." Post about reading in Canvas Discussions forum. Case #3 due. Case #4 handed out (due in one week)
July 7	Week 8. Online only. Typologies. Read <i>Evans</i> (textbook) Chapters 19 and 20. Also, assigned readings Canvas folder "Week 8." Post about reading in Canvas Discussions forum. Case #4 due via e-mail. Case #5 posted (due in two weeks).
July 14	Week 9. Multiple Identities Theories. Read <i>Evans</i> (textbook) Chapters 13 and 14 to prepare for this class. Also, readings in Canvas folder "Week 9." Post and react about reading in Canvas Discussions forum

July 21 Week 10. **Online only** - Multiple Identities Theories (cont'd). Read *Evans* (textbook) Chapter 17 to prepare for this class. Also, assigned readings in Canvas folder "Week 10." Post about reading in Canvas Discussions forum. **Case #5 due via e-mail.**

July 22 - Aug 2 Final exam available in Canvas. All work due.

11. Relevant Journals/Periodicals/Other resources available in/through Auburn RBD Library:

- Journal of Student Affairs Research and Practice (Formerly known as "NASPA Journal") is a publication of the National Association of Student Personnel Administrators
- Journal of College Student Development (a publication of the American College Personnel Association)
- About Campus (a publication of the American College Personnel Association)
- Journal of Counseling and Development (the journal of the American Counseling Association)
- Journal of Higher Education
- College Student Affairs Journal
- Change
- Chronicle of Higher Education
- New Directions for Student Services. Jossey-Bass, Inc., Publishers.
- The CAS Book of Professional Standards for higher education. (from the Council for the Advancement of Standards, Washington, D.C.)

12. Web sites related to Student Affairs, College Counseling, and Higher Education:

- American College Counseling Association (ACCA)
<http://www.collegecounseling.org>
- American College Personnel Association (ACPA) <http://www.myacpa.org>

- The Association of College and University Housing Officers-International (ACUHO-I) <http://www.acuho.ohio-state.edu/>
- Association for Student Judicial Affairs (ASJA) <http://asja.tamu.edu/>
- Council for the Advancement of Standards in Higher Education (CAS) <http://www.cas.edu/index.htm>
- National Academic Advising Association (NACADA) <http://www.nacada.ksu.edu/>
- National Association of Student Personnel Administrators (NASPA) <http://www.naspa.org/>
- Chronicle of Higher Education ("The Chronicle") <http://chronicle.com>
- American Counseling Association (ACA) <http://www.counseling.org/>