



Department of Educational Psychology and Higher Education

EDH 627 – STUDENT LEARNING AND DEVELOPMENT

COURSE

PROFESSOR

OFFICE

REQUIRED TEXT(s)

- 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: Jossey-Bass. * **Note: in the course outline this text is referred to as EFGPR 2010.**
- Lipsky, D. (2003). Absolutely American: Four years at West Point. New York: Vintage Books.
- Suskind, R. (1999). A hope in the unseen: An American odyssey from the inner city to the Ivy League. New York: Broadway.
- Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association.

COURSE DESCRIPTION & OBJECTIVES

EDH 627 examines major bodies of theory as related to college student learning and development and the context(s) in which that learning and development occurs. Primary course objectives include:

1. Understanding the history and nature of student development theory, how it is and has been created, used and modified.
2. Demonstrating the ability to interpret and apply theories to better understand the context of student development.
3. Developing the ability to locate and synthesize student development literature related to real-world issues in higher education practices.
4. Demonstrating the ability to critique student development theory in terms of individual theories or models and the collective body of literature in the field.

Course Details:

1. **CLASS ATTENDANCE IS MANDATORY.** After one absence, the student's grade will drop one letter grade; after four, two letter grades, etc.
2. **LATE ARRIVALS.** After two late arrivals, the student's grade will drop one letter grade, after four, two letter grades, etc.
3. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Exceptions will be made in extreme emergencies or a University excused absence only.
4. **ALL ASSIGNMENTS MUST BE TYPED UNLESS OTHERWISE NOTED-** 12 POINT, TIMES NEW ROMAN, DOUBLE SPACED, and follow **APA 6th edition**, PLEASE. THANK YOU.
5. Assignments not typed following the above criteria **WILL NOT BE GRADED.**
6. **Technology.** I am a BIG fan of reducing our carbon footprint, thus I am very welcoming of your use of laptop computers, I Pad's etc. However, I am NOT welcoming of your MISUSE of that technology, i.e., surfing the web during class, checking email, etc. You will be respectfully asked to leave class for the remainder of the afternoon if I should see your misuse in such a manner. Thank you.
7. **Children** are welcome in class, but make certain their presence will not detract from the activities of class.
8. **Food** is welcome in class, but please be certain to be tidy about your space and it should not detract from the activities of class.
9. **Cell phones.... TURN THEM OFF, PLEASE.**

COURSE OPPORTUNITIES

Discussion & in-class activities and participation (various point totals): regular and punctual attendance is expected throughout the semester. Students are asked to arrive to class prepared to engage in weekly discussions. Participation in the form(s) of critical thinking and writing, sharing ideas and discussion are expected throughout the term during class.

Reading Questions & Musings (8 x 15 pts. = 120): students will prepare a set of questions or musings or both, that emerges for them from the assigned readings relative to the chapters read in Lipsky and Suskind. A set of 5 – 7 musings or questions is sufficient. **It is not necessary to cover all the material**, but really only questions and thoughts as they occur to you as you have read and thought about the content. Students should construct their questions / musings to:

- a) Be written in a way that you imagine you are the one who has the opportunity to generate conversation to facilitate the class;
- b) Be written in a way that goes a little deeper than just basic, descriptive questions that would only solicit responses that regurgitate facts from the reading;
- c) Be written in a way that connects your musing to the question... depth;

- d) Be written to encourage consideration across the readings – how does the content in Suskind or Lipsky connect with theories discussed (previous or current).
- e) Be written in a manner that is grammatically correct, follows APA 6th edition formatting for all in text citations, does not have spelling errors, etc.

Musings are due the end of class on the night we discuss the Lipsky or Suskind chapters – see course outline for dates.

Book Essay (approximately 100 pts.): all students will complete an 11 – 13 page essay (not including references or title page) on either *Absolutely American* or *Hope in the Unseen*. The essay will include the following: a) a brief overview of the books content, b) overview of the developmental context portrayed in the institution, c) the experience of one or more featured students, d) analysis of the developmental context and student(s) experiences through the lens of one or two theories discussed in class. Students are encouraged to maintain the Theories Template to assist in identifying relevant theories.

Student stories and analysis (approximately 200 pts.): working in teams of two or three, you will choose a group of students that have something in common, e.g., a psychosocial identity – race, ethnicity, gender, religion, or an experience such as being a returning adult learner, veteran, international students, first generation students, etc. Each **team** will interview at least three students and no more than five who fit into the group you have chosen. Then, teams will develop a summary of information learned in the interviews, create an informal model of development for the group, compare your model to existing model(s), and provide critique of existing models in relation to what you learn from your students and their experiences. Teams will present the final results of the project including visual aids.

Students who miss any of the Student Stories Presentations will result in 2 absences and thus, result in a loss of one letter grade.

GRADING SCALE:

Grades will be based on total points possible: 95%- 100%= A, 90%- 94%= A-, 88%- 89%= B+, 84%-87%= B, 80%-83%= B-, 78%-79%=C+, 74%-77%= C, 70%-73%=C-

ADDITIONAL NECESSITIES

Academic Misconduct – Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

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An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the

student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**EDH 627 Student Learning and Development
Spring - Tentative Course Outline**

WEEK	TOPIC	Readings	Additional
January 19	Course Introduction		
January 26	Definitions, Historical roots and using theory	EFGPR Ch. 1 & 2	
February 2	Psychosocial Identity Development	EFGPR Ch. 3 AAmer – I	
February 9	Chickering's Theory	EFGPR Ch. 4 AAmer – II	Student Stories Groups & Topic Due
February 16	Perry's Intellectual Development	EFGPR Ch. 5 AAmer – III	
February 23	Moral Development Theory	EFGPR Ch. 6	Interview Q's Due
March 1	Ecological Approaches	EFGPR Ch. 9 AAmer - IV	
March 8	ACPA Montreal	No class	
March 15	Self-Authorship	EFGPR Ch. 10	
March 22	Spring Break	No class	
March 29	Faith and Spirituality	EFGPR Ch. 11 Suskind 1-4	
April 5	Schlossberg's Transition Theory Social Identity Theories	EFGPR Ch. 12 & 13 Suskind 5-8	Interview Summaries Due
April 12	Racial Identity	EFGPR Ch. 14 Suskind 9-12	
April 19	Multiracial Identity	EFGPR Ch. 16 Suskind 13 - 14	
April 26	Sexual & Gender Identity Development	EFGPR 17 & 18	Book Essay Due
May 3	Student Stories presentations	In Class	
May 10	Student Stories presentations	In Class	