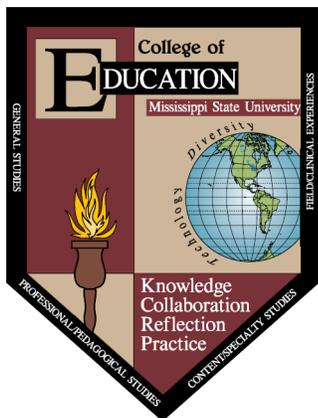


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 8523
Course Title:	Student Development Theory
Credit Hours:	3 Semester Hours
Course Type:	Lecture
Catalog Description:	Overview of theories of student development in higher education.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the

appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Counseling Programs Mission Statement:

The mission of the counseling programs is the development of students who can practice in a variety

of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

Course Description:

The purpose of this course is to examine human development theories that provide insight into the processes of student learning, growth, and development during the college years. Special focus will be directed toward understanding the implications of these models for the policies and practices of education in general and student affairs in particular.

Student Learner Outcomes:

Students participating in this course will:

1. Understand the interrelationships among the educational, personal/social, and career roles and responsibilities of students and others in the learning community (CACREP SACC – A.3).
2. Understand student development theories, including holistic wellness and research relevant to student learning and personal development (CACREP SACC – A.6).
3. Demonstrate an understanding of the inter-relationships among educational, personal/social, and career roles and responsibilities of students and others in the learning community (CACREP SACC – B.2).
4. Identify specific factors related to personal, social, educational, and career planning and development appropriate for students in postsecondary education (CACREP SACC – C.1).
5. Understand individual and group dynamics related to advising, counseling, instructing, mediating, and facilitating student opportunities in postsecondary education (CACREP SACC – C.2).
6. Know the principles of addiction intervention, consultation, education, and outreach for students in postsecondary education (CACREP SACC – C.3).
7. Understand the principles of intervention for people in the learning community during times of crises and disasters in postsecondary education (CACREP SACC – C.4).
8. Demonstrate a general understanding of principles and models of biopsychosocial assessment and case conceptualization that lead to appropriate counseling for students in postsecondary education (CACREP SACC – D.5).
9. Understand postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation (CACREP SACC – E.1).
10. Understand learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education (CACREP SACC – E.2).

11. Recognize the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students (CACREP SACC – E.5).
12. Demonstrate how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment (CACREP SACC – F.1).
13. Analyze postsecondary student needs for appropriate learning and developmental opportunities (CACREP SACC – F.2).
14. Address multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values) (CACREP SACC – F.5).
15. Know principles and models of assessment for postsecondary student development, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to referral or to the development of appropriate counseling treatment plans (CACREP SACC – G.1).
16. Applies relevant research findings to inform the practice of student affairs and college counseling (CACREP SACC – J.1).
17. Analyze the application of developmental theory to student affairs practice (CFPO# 1, 5, 6, 7, 10, 12).
18. Analyze personal development in relation to theory (CFPO# 1, 9).
19. Demonstrate an understanding of psychosocial, cognitive-structural, and typological theories of development (CFPO# 1, 5, 6, 7, 9, 12).

*References to CACREP refer to standards established by the Council for Accreditation of Counseling and Educational Programs. *References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework

Required Text(s)

Evans, N.J., Forney, D.S., Guido, F., Patton, L., & Renn, K. (2009). *Student development in college: Theory, research, and practice (2nd ed)*. San Francisco, CA: Jossey-Bass.

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.

STRONGLY Recommended:

American Psychological Association. (2009). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: Author.

**Students will also be expected to read other assigned readings and supplemental materials as required by the professor.

Method of Instruction:

Lecture

Student Activities/Course Assignments:

1. Active Class Participation and Preparation (5 points).

To meet the student learning outcomes as listed above, you must be present and participate actively in the discussion and experiential aspects of the course. Attendance, promptness, and participation are essential if we are to create a class community that promotes cognitive learning and skill development. If you are unable to attend class due to an emergency or other similar circumstance, you are expected to notify the professor in advance whenever possible.

Treat class as you would a job; notify the professor as you would a supervisor.

All students are expected to be fully prepared to engage in class discussions by completing assigned readings prior to class. You are responsible for everything that is covered, distributed, or announced during class. If you miss more than one class period, or are repeatedly late, your final grade will be affected.

See point distributions and descriptions below.

- **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (5 points).
- **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (3-4 points).
- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (2 points).
- **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-1 point)

2. My Story...Pecha Kucha Style (10 points).

(CACREP SACC – A.3, B.2, C.1, D.5, E.1, E.2, E.5, F.1, F.2; Learner Outcomes #1, 3, 4, 8, 9, 10, 11, 12, 13).

Even without cracking a book, each of us comes to the student development theory classroom with a great deal of expertise on the topic. Whether in the form of hunches, observations, or practical wisdom gained through personal experiences in postsecondary education, we all hold assumptions about how students change during college and the experiences that cause such changes. In this assignment, I want you to reflect on your own experiences as an undergraduate student to address the following questions.

- When you started college, how were you a product of your generation (or not!?!?!?)?
- Who were you when you started your undergraduate experience?
- What college experiences or events were meaningful to you?
- Who were you when you completed your undergraduate experience?
- Looking back now, what is one thing that other undergraduates can learn from YOUR college experience?

To share our answers to these questions, I want you to develop a Pecha Kucha presentation, a trend that has been incorporated into ACPA's annual convention for 2014. This is a Powerpoint/Prezi presentation that offers 20 slides on the screen for only 20 seconds each for a total running time of 6 minutes 40 seconds. During the presentation, the author provides narration for the images on the screen to pull the themes together. Some tips for creating this type of presentation can be found on the following websites

Creating a Pecha Kucha Presentation Using PowerPoint.mp4

<http://www.youtube.com/watch?v=l9zxNTpNMLo>

Avoision: Guide to Making a Pecha Kucha Presentation

<http://avoision.com/pechakucha>

Presentation Zen: Felix Jung's Pecha Kucha Presentation Tips

<http://www.presentationzen.com/presentationzen/2009/06/felix-jungs-pecha-kucha-presentation-tips.html>

pechakucha.org: How to Create Slides by Ellen Finkelstein

<http://www.pechakucha.org/presentations/how-to-create-slides>

The grade for this assignment will be evaluated as follows:

- Reflection Questions
- Pecha Kucha guidelines
- Visual Images
- Narration

Insights

3. **In-Class Activity: Bridging Theory and Practice (20 points).**
(CACREP SACC – A.3, A.6, E.1, G.1, J.1; Learner Outcomes #1, 2, 9, 15, 16, 17, 19).

As administrators we are often asked to develop programs, interventions, and recommendations based on the theory. Therefore, it is important to build skills in linking theory to practice. In this assignment, you will have the opportunity to help the class make that bridge between theory and practice by facilitating an in-class activity and discussion.

On the first day of class, you will be asked to sign up for one of the days on which specific student development theories are being addressed. Depending on the size of the class, I prefer that at least 2 people be assigned to as many of the class sessions as possible, but we will work out the specifics when we meet. The topic for that day will provide the broad parameters for your in-class presentation, but you have a great deal of latitude as to the topics you would like to address and how you would like to carry that out.

Each group will be expected to develop a 30-45 interactive presentation that somehow explores your assigned theory (or family of theories) using real-world examples. For instance, you might engage the class in a case study related to something you have experienced as a student or witnessed as a professional. You could engage in a role play or take the class out for a “field trip” to observe a particular college environment. You may decide on the style of the presentation as long as it a) involves some type of practical experience to make your point; b) is interactive; and c) clearly explains how the theory relates to that practical experience thereby helping us understand it better.

Do not feel limited to traditional oral presentations with PowerPoint slides, although that is fair game as well. You can also bring in a speaker or a panel, create a video, facilitate debates, engage classmates in a relevant activity, address hot topics, etc. Just remember, although this assignment is not writing oriented, many of the writing guidelines still apply. The presentation should demonstrate an understanding of the material, insight, clarity of purpose, structure, organization, smooth transitions, professionalism, and advance preparation.

To ensure that all material on a particular day will be covered, presenters will consult with the instructor at least one week before the relevant class. Presenters must present an outline of intended topics and activities to the instructor by the week preceding presentations. Additionally, if the presenters would like students to read literature or prepare in other ways for their class session, these directives should be distributed at least one week preceding the actual presentation.

The grade for this assignment will be evaluated as follows:

Quality of Activity
Appropriate Link to Theory
Theory Comprehension

Presentation Style

4. **Case Study & Intervention Design (25 points).**

(CACREP SACC – A.6, B.2, C.2, C.3, C.4, D.5, E.1, E.2, E.5, F.1, F.2, F.5, G.1, J.1; Learner Outcomes #2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19).

Developing the ability to locate and synthesize student development literature related to real-world issues in student affairs/higher education practice is another intended outcome of the course, as is the ability to critique existing theories/models. To demonstrate your ability to do so, you will incrementally write a 15 page paper describing a case study of a college student problem, challenge, or crisis and work through the steps to develop an appropriate intervention. There is a due date for each of the first four sections. You may opt to turn in a draft of each section by this due date to receive feedback. Doing so will earn you bonus points and the feedback necessary to submit an exceptional final project. Failing to submit the first four sections for feedback on the assigned dates will not automatically detract from your overall score, but your final project will be graded with a higher level of scrutiny.

Your paper should include the following sections:

The Case Study

The first section of the paper should introduce the reader to the story of a specific student who is experiencing a problem, challenge, or crisis related to the college experience (e.g., alcohol use, academic honesty, race relations on campus, personal emergency, leadership). If you can make a strong argument, you may also select a specific group of students facing a similar challenge. For inspiration, draw this story from personal experiences, friends' experiences, or situations you have observed as an administrator. The focus of this section is to tell the story. Therefore, the section should provide detailed information about the student, his/her institution, his/her background, the context of his/her campus life, and any details relevant to understanding the scenario you want to share.

The Problem

The second section of this paper should pinpoint the specific problem, challenge, or crisis that you see as central to helping the student. Note, too, that the problem, challenge, or crisis involved in any problem can be interpreted many different ways. For example, an alcohol incident may be a reflection of an alcohol problem, loneliness, behavior, peer pressure, bad choices, hazing, etc. Put yourself in a helping role, examine the context of the story you have shared, and decide which problem you would tackle first to aid the student in overcoming the issue. Provide an explanation of why you have identified this particular problem as the central issue for the student involved.

The Literature

In a literature review, provide insights from at least 10 sources about the topic you have identified as the problem, five of which should be peer-reviewed. Each of these should be original sources (i.e. not taken from a book/article/chapter summarizing someone else's work like our Student Development text book). The other five may be peer-reviewed or non peer-reviewed sources as long as they are authored to explore the topic at hand, professionally relevant, and reliable. For instance, *The Chronicle of Higher Education* will not count toward your 10 because it is authored to overview or report on a topic rather than to explore it. However, *New Directions in Student Affairs* and *About Campus* articles will be deemed appropriate because, while not peer-reviewed, they are reliable scholarly sources that explore professional topics in-depth. You may include websites as additional sources, but they will not count toward the 10 required.

The Theory

Given what you have learned about this problem, describe in detail at least two student development theories that are useful in helping you understand the student's problem and provide direction for helping them out of it.

The Intervention

Clearly using at least one of the theories you have identified, design and explain an intervention that could feasibly help the student(s) in your case study. For example, a potential intervention might be a career planning activity based on an analysis of the typology factors. Another intervention may be designing different judicial hearing procedures for first-year students vs. seniors based on cognitive development factors. Articulate it in enough detail that someone else could carry it out. Additionally, be sure to include the following:

- *Intervention goals.* What are your cognitive, affective, and/or behavioral goals for the intervention? How are your goals guided by developmental theory?
- *Evaluation plan.* How will you evaluate your intervention? What is your rationale for the strategy you have chosen?
- *References.* Provide a list of any reference material cited.
- *Appendices.* Attach any resource materials (e.g., handouts, copies of overheads) to be used in the intervention.

The paper will be evaluated on the basis of the significance of the issue identified, depth of research and appropriate discussion of the issue, depth and accuracy of theoretical analysis of the issue, the appropriateness of the intervention for addressing the issue, appropriate theory-to-practice connections in support of intervention, thoroughness of discussion, quality of supporting materials, technical adequacy of the writing, and professionalism.

5. Signature Assignment. Voice Project (35 points).

(CACREP SACC – A.3, A.6, B.2, C.1, C.2, C.3, E.1, E.2, E.5, F.1, F.2, F.5, G.1, J.1; Learner Outcomes #1, 2, 3, 4-6, 9, 10, 11, 12, 13, 15, 16, 17, 19).

As student affairs administrators, it is important to meet students where they are. However, that can be challenging as they bring a range of diverse personalities, dispositions, life experiences, values, and worldviews to the table. It can also be challenging because we also come to the table with entrenched personalities, disposition, life experiences, values, and worldviews. Therefore, student affairs professionals must build the capacity to “step outside of themselves” to develop an authentic understanding of individuals other than themselves. In this assignment, you will be challenged to “step outside of yourself” by engaging in an experience called The Voice Project.

The Voice Project was created by Dr. C. Carney Strange at Bowling Green State University to deepen students’ experiences with, and understanding of, diversity paradigms alternative to their own. To engage in this experience, each student will be asked to select a “voice” representing a diversity category: a) different from their own identity; b) with which they have had limited or no exposure; and c) that strikes an appropriate balance of risk and comfort for that individual student in carrying out the project’s tasks. Through a series of smaller initiatives, students will engage various meaning making strategies to become an in-class advocate for the experiences of that voice. Although students may endeavor upon this project with creative license, the following elements should be present in each student’s efforts:

Journal Entries (14 total)

Students are required to maintain a weekly journal detailing their personal and intellectual journeys with regards to learning about their voices. The journal must involve at least one entry per week, reflecting some aspect of discovery regarding your voice (see below). In total, the entries for one week may range from one to five pages long. Ultimately, I encourage students not to consternate over length as much as depth of insight. What I am looking for in each entry, is a description of the activity you undertook, a rationale for your choice of activity with regards to understanding your voice, and insights drawn from the exercise. Weekly journal entries are due to the instructor via your Blackboard Learn journal at the beginning of the next class.

Initial Understandings and Assumptions (1/14 entries)

The first journal entry should state the voice you have chosen, your rationale for choosing that voice (i.e., how that identity profile is different than your own), and your initial thoughts about that voice (e.g., who is reflected in this voice, what are your impressions of people inhabiting this voice, what do you know about people in this category, what don’t you know, what would you like to find out, etc.)

Exploration of Literature (2/14 entries)

Throughout the semester, at least two journal entries should be dedicated to exploring literature related to your voice. One option may be to find scholarship, websites, books, or other resources not reflected in the syllabus that deepen your understanding of this

population in higher education, in society, or otherwise.

Exploration of Experiences (2/14 entries)

Throughout the semester, at least two journal entries should be dedicated to exploring experiences related to your voice. In these tasks, you can be creative. For instance, talk to a student, faculty member, or staff member about their experiences inhabiting your voice. Another approach may involve asking a couple of students who represent your voice to take 5-10 pictures of what Mississippi State University or college means to them, draw themes from their comparisons, and reflect on what you have learned about your voice. If approaching others, please be mindful of whether they openly inhabit their voice and confidential about the information they share.

Trying Your Voice on for Size (1/14 entries)

Midway through the semester when we discuss social identities theories, you should have an opportunity to share with the class discoveries about your voice and react to class material in your chosen voice. After this class, one reflection should focus upon your experience doing so considering whether it was easy/hard, comfortable/uncomfortable, and any other relevant insights.

Giving Voice to Your Voice (1/14 entries)

Midway through the semester, one journal entry should critique a theory from the perspective of your voice raising specific objections to the theory and a suggestion for how the theory could be improved to better reflect individuals in your identity group.

Summary of Lessons Learned and Final Thoughts (1/14)

Your final journal entry should make meaning of your voice experience over the course of the semester. First, you must review all of your entries and provide a summary of how you have met the project expectations. Second, you must discuss how you currently understand your voice (e.g., who is reflected in this voice, what are your impressions of people inhabiting this voice, what do you know about people in this category, what still don't you know, what would now you like to find out, etc.). Finally, you must clearly summarize key lessons learned and any final thoughts you have on your voice, the challenges of inhabiting other voices, and/or on what you will take away from the project into your future career.

Ultimately, your grade will be based on timely submission of journal entries and/or related projects each week, your demonstrated commitment to exploring your chosen voice, your ability to respond to my periodic feedback, improvement in your writing skills over the semester, and the overall depth of your insights regarding your voice.

6. **Biopsychosocial Quiz (5 points).**

As student affairs administrators trained with a counseling concentration, it is important to

apply knowledge and skills across the two fields. Once we have established a firm understanding of student development theory, we will discuss the types of counseling issues that are likely to interrupt the college experience and the assessment techniques to identify when we should be concerned about a student. You will be administered a short quiz on the topic to measure your comprehension of the material.

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. 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 MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

Technology:

Technology is not an integral aspect of this course.

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that **programs** are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Field Experience:

None

Grading and Point Scale

Active Class Participation and Preparation	5 points
My Story: Pecha Kucha Style	10 points
In-Class Activity: Bridging Theory and Practice	20 points
Case Study and Intervention Design	25 points
<i>The Case Study (2 bonus points)</i>	
<i>The Problem (2 bonus points)</i>	
<i>The</i>	
<i>Literature (2 bonus points)</i>	
<i>The Theory (2 bonus points)</i>	
<i>The Intervention/Full Paper (25 points)</i>	
Voice Project	35 points
Reflection 1: Initial Understanding (3 points)	
Weekly Reflections 2-13 (24 points @ 2 points each)	
Reflection 14: Summary of Lessons Learned (8)	
Biopsychosocial Quiz	5 points
TOTAL:	100 points possible

A student's final grade in the course will be aggregated from their performance in each of the areas described above and will be determined based upon the following scale:

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69points
- F = 59 points and below

Incomplete Grades

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has

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been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

Cell Phone and Technology Policy

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Students who text message, talk on their telephones, answer their cell phones during class, or who appear to be engaged with their cell phones in the classroom will be dismissed from class. No exceptions. Students should not bring their laptops to class. Students who use their laptops in class will be dismissed from class.

Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit: _

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master’s comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student’s graduate program in the department. For more information visit: _

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty

makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Missed Exams

There will be no makeup exams without instructor permission.

Missed Assignments

All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

Email Policy

Each student at MSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through Blackboard Learn. Students will be held responsible for accessing any e-mail or materials posted for this course. The e-mail and Blackboard Learn systems are also very helpful for maintaining communication between the instructor and students.

Completion of this course assignment involves four ongoing tasks:

1. Select a "voice" other than your own, for which you will assume responsibility as an advocate in letting it be heard as part of our class discussions this term. For example, as an African American female you might wish to consider the perspective of a Latino male; as a heterosexual male, a gay male or lesbian female; or as a traditional age student, a single parent who is a returning adult learner. You are encouraged to challenge yourself by choosing a voice with which you have had little experience or exposure. The subject of your voice should engage at least one of the following issues:

race, nationality, class, gender, age, sexual orientation, disability, and religious belief. For students who identify as members of marginalized social groups, it may be as beneficial to engage a voice that has been privileged as it may be to engage another voice that has been commonly marginalized or one which has been marginalized in a different way.

2. Develop your expertise in that voice by, for example:

- a. Examining literature and reading materials relevant to that voice (e.g., Evans & Wall, 1991 - *Beyond Tolerance: Gays, Lesbians, and Bisexuals on Campus*)
- b. Accessing resources and personal contacts through various dedicated listservs and bulletin boards (e.g., EASI - Access to Information for People with Disabilities)
- c. Observing the behavior and interacting in the context of individuals who are thought to live that voice (e.g., attending a Black Student Union meeting on campus)
- d. Interviewing people presumed to speak in that voice (e.g., an Asian American student, faculty, or staff member) (See Voice Starters)

3. Maintain a “voice journal” in which you enter, once a week at minimum, your discoveries (intellectual, personal, and experiential) about your selected voice and any implications for the materials we discuss in class this term. Your journal can be in the form of a three-ring binder, scrapbook, or online blog.

I would expect to find a dated sequence of reflective notes and summaries of a variety of readings, references, experiences, and observations with respect to your voice. Language is typically informal, expressive, and descriptive, demonstrating a cumulative and progressive understanding of the ideas and issues relative to this voice, and how such knowledge intersects with the ideas and concepts of this course. Informal writing does not relieve you of the responsibility to proofread your work carefully and use correct spelling and grammar, nor does it promote the excessive use of slang.

4. Let your selected voice be heard regularly in the context of our class discussions. Offer what you have learned that week in regard to your selected voice, or identify how what you attribute to your voice shapes your understanding of the content of course materials and ideas.

References:

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Tierney, W. G. (1993). *Building communities of difference: Higher education in the twenty-first century*. Westport, CT: Bergin & Garvey.

Suggestions for Voice Starters

1. Enter into your voice journal everything you currently presume and understand about your voice. Where and how did you develop such an understanding?

2. Describe characteristics of the voice you envision.
3. Do a search for information about your voice on the Internet and through the library.
4. Contact a listserv or discussion group focusing on your voice.

5. Interview someone who speaks your voice.
6. Look for an opportunity to observe a person who lives your voice.
7. Brainstorm and list some key features of the college environment that are most likely to affect your voice. What are some gifts and barriers?
8. Read research about the group – particularly. But not exclusively, student affairs journals and books.
9. Attend workshops, conference presentations, or lectures relating to this group.

10. Attend social events sponsored by the group.
11. Interview professionals who work with/for members of this group.
12. Read biographies or autobiographies of members of this group.

13. Read books, novels, or short stories written by or about the group.
14. Watch movies or videos about the group.

A Suggested Plan for Acquiring a Voice

Completing the Voice Project requires planning and staying on task each week. The following are suggested learning activities designed to help you in developing and intersecting your selected voice with the course content of COE 8523.

- Choose a voice and record in your voice journal any assumptions, understandings, and impressions you already have about this voice. How did you come to hold these? Read the Strange & Alston article. Give your voice a name.

- Identify and read a published article about your voice and abstract the article in your journal. Spend some time reflecting on the information you gathered. How might Chickering and Reisser's theory apply to your voice? Record your conclusions and observations in your journal. What shapes the context of psychosocial development for a person with your voice?

- How do dimensions of identity (e.g., race, ethnicity, nationality, age, gender, sexual orientation, social class) define your voice? Record in your journal and discuss each point you wish to make about your voice that you would like others to know. What are some implications of these points for educational and student affairs practice? How should we think about doing things differently?

- Do a library search on resources that might inform your acquisition of this voice. Continue information gathering about your voice through reading articles or books, doing an Internet search, posing a question on a forum. Generate a list of questions you would like to ask a person with your voice. Record your findings and discuss your growing understanding of this voice. How do the theories from Schlossberg and Levinson apply to your voice?

- Consider how the characteristics of your voice might predispose a person to conditions that would enhance or inhibit cognitive development (intellectual or moral reasoning) or shape development of cognitive and learning style. Record your thoughts in your journal. Present one of these findings as part of the voice discussion in class.
- Shadow a person who lives your voice or conduct a voice experiment. How do these personal understandings compare with what you have been reading and discovering? List all the gifts of your selected voice. What are the barriers and challenges? How might your readings on typology and spirituality theories inform your voice?
- Consider how applications of theory to practice could be best tailored to meet the needs of your voice. Interview someone who speaks your selected voice. Contact a listserv or discussion group focusing on your voice. Perhaps your voice is represented in a popular television show or movie. How do the interactions among that character and others inform your understanding of your voice. What assumptions are promoted or challenged?
- At the end of the course, summarize and record what you have come to learn about your selected voice this term. How do the characteristics of your voice shape the student development journey during the college years? Record your reflections and conclusions in that respect, giving particular focus on how you might have changed and grown this term with respect to your understanding of this voice.

Voice Project Evaluation

As I review voice journals I give consideration to several criteria:

- How have you used various resource materials (readings, experiences, observations, interviews, etc.) to inform your voice?
- How have you integrated the characteristics of your emerging voice with the content of this course?
- How have you taken risks and faithfully and creatively assembled materials for your journal?